IMPACT OF THE EMERGENCY TRANSITION TO ALL-REMOTE INSTRUCTION ON TEACHING AND LEARNING AT GEORGIA STATE UNIVERSITY: STUDENTS

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Emergency transition at GSU

• Classes suspended: March 13
• Classes re-started, all-remote instruction: March 30 (Spring break in between)
• Transition management:
  ➢ USG made the decision to move to all-remote instruction
  ➢ Provost Hensel developed the transition plan with input from the Academic Task Force Committee
  ➢ Provost worked with CETL to develop a Keep Learning Plan and website
• Resources for students
  ➢ Equipment check-outs (hotspots, laptops, tablets etc.)
  ➢ CETL Webinars
  ➢ CETL Keep Learning Guide
  https://cetl.gsu.edu/resources/resources-for-learning-remotely/
Survey completers: Students

- Survey requests and bi-weekly reminders sent by email from Office of Institutional Effectiveness to all enrolled students in spring 2020 with at least one transitioned course (n = 43,599)
- Announcement on iCollege
- Informed consent from all completers
- Inclusion criteria:
  - ✔ Verified having at least 1 course that transitioned to all-remote instruction
  - ✔ Completed at least 64% of the survey
- 2,271 completers (5.2% response rate)
  - All campuses
  - All departments, schools, and colleges
By academic level

- Freshman: 21.0%
- Sophomore: 27.9%
- Junior: 18.6%
- Senior: 18.5%
- Masters: 6.6%
- Doctoral: 2.8%
- Law: 1.3%
- Graduate, Non-degree: 2.0%
- Other/missing: 1.7%
By age cohort

- Under 20: 29.6%
- 21-25: 39.1%
- 26-30: 10.9%
- 31-35: 5.7%
- 36-40: 3.8%
- 41-45: 2.8%
- 46-50: 2.6%
- 51-55: 1.5%
- 56-60: 0.9%
- 61-65: 0.6%
- 65+: 1.5%
- Do not wish to answer: 1.1%
By gender identification

- Male: 23.5%
- Female: 73.5%
- Transgender MTF: 0.1%
- Transgender FTM: 0.3%
- Non-Binary: 1.3%
- Do not wish to answer: 1.2%
Enrollment status

- Full time: 78.7%
- Part time: 19.8%
- No answer: 1.5%

Mean number of courses enrolled in spring semester = 3.79 (Range = 1-8)
Personal factors: housing before transition*

- Off Campus (Not at home): 25.2%
- With 1 or both parents: 35.1%
- With my spouse or partner: 15.0%
- With 1 or more roommates: 16.1%
- On campus (dorm): 9.7%

* More than 1 response was allowed
Personal factors: work status, during transition*

- Had a part time job: 35.5%
- Full time job (40+ hours/wk): 16.1%
- Hours reduced or lost job due to COVID-19: 28.6%
- Full or part time health care worker: 4.0%

* More than 1 response was allowed
Personal factors: caregiver status*

- Parent with 1 or more children living with me: 9.4%
- Caregiver to one or more parents or family members: 3.7%

* More than 1 response was allowed
End of semester enrollment status

- Yes/None Dropped or Withdrawn: 85.0%
- Yes/1 or more Dropped or Withdrawn: 10.5%
- Yes/1 or more Incompletes (I): 2.6%
- Disenrolled after transition: 3.2%
• Did not complete my final classes. Don’t know if I will enroll again in fall due to financial reasons and lack of teacher-student interaction.

• Emergency withdrawal due to mental health

• I tried to drop a course but the system would not allow me to drop.

• I had no daycare options.

• I was really tempted to drop out but push through bc my teachers kept motivating me to finish. I want to thank [Instructor] especially!!!

• Received an Incomplete in Clinical Dental Hygiene since we were unable to see patients on campus.

• Still enrolled in all classes but took incompletes in some to work on after semester. Spouse passed from Covid-19.

• Withdrew before the end of semester for medical reasons
Across all courses, what kind/s of instruction did your instructors use AFTER the transition?

- SYNCHronous only: 10.9%
- ASYNCHronous only: 29.6%
- Mostly ASYNCH, some SYNCH: 18.1%
- Mostly SYNCH, some ASYNCH: 39.3%
- No instruction after transition: 2.0%
• Students interacted with instructors in many ways before and during the transition
How did you communicate or interact with your instructor to prepare for and/or during the transition*?

*Could select more than one item
Key finding

• Many courses had major changes in the syllabus: assignments, testing, and grading
Did any of your instructors modify non-graded course assignments/readings/videos etc., for online instruction from how they were described in the course syllabus?

- Yes: 35.4%
- No: 36.6%
- Don't know/couldn't tell: 28.0%
Following the transition, did any of your instructors modify the course grading system from how it was described in the course syllabus?

- Yes: 63.7%
- No: 27.4%
- Don't know/couldn't tell: 8.9%
What technology/digital resources did you use for online learning AFTER the transition?*

* Could select more than one item

- Laptop: 93.3%
- Desktop: 16.1%
- Smart Phone: 57.9%
- Tablet/similar device: 17.1%
- Home internet connection: 74.1%
- Hotspot internet connection (Not at home): 11.2%
- Other: 1.9%
“Other” resources (Selected)

- Emails and notifications sent through iCollege.
- Family.
- Free WiFi offered by GSU since I didn’t have any at home.
- I chose other students because if I was confused on something I would just message a student that is also in the class.
- I had no chance to. I was ordered to come on full time activation by national guard and couldn’t do anything about it.
- I reached out to all professors asking for guidance and 4 out of 5 did respond in some way.
- I read some University provided online guidance.
- I spoke to classmates to clarify/confirm the professor's communication about the transition.
- I suffer from ADHD so I signed up for a few ADHD-specific webinars to aid in the transition as the lack of a schedule makes it difficult for me to focus.
- I tried to work with my psychologist.
- I used tech support to assist me in accessing library material.
- It was messy and not straight forward. In truth, very little guidance was given. The students had to scavenge to figure out what link worked and how to get to class online.
• ME!!! it's our generation.
• My mom and some of her friends.
• My own grit and determination, especially in the course where my professor made no changes to the syllabus.
• Needed the GSU IT help desk--service was reduced (when most needed).
• No RELEVANT trainings or resources were available before the transition (less than 2 weeks notice).
• The book publishers allowed us access to all of our law books for free up to the end of May which was nice since I used the library often for my class books.
• TRiO SSS
• Tutorials on how to use power point, and for other technological processes. I am not very computer savvy which caused a lot of problems for me.
• University sponsored training dates were not timely - I needed to utilize them before they were available.
• Many students thought they were adequately prepared for remote learning when the transition started, but discovered they were not
I was adequately prepared for online learning: when classes re-started and after the semester.
• Students were impacted by the transition in many different ways, and to different degrees
This transition will push back my anticipated date for graduation or program completion
This transition has left me less prepared for my intended career/job.
This transition has or will cause significant financial problems for the rest of my education.
The majority of students did not prefer remote/online instruction over Face-to-Face instruction.
I liked 100% online courses more than I thought I would
I would like to take all of my future courses 100% online

Disagree strongly: 47.3%
Disagree somewhat: 12.2%
Neither Agree or Disagree: 12.9%
Agree somewhat: 11.3%
Agree strongly: 13.2%
Does not apply to me: 3.1%
• Students reported little change in the frequency of academic dishonesty violations during all remote/online instruction
Compared to before the transition, violations of academic honesty policies by students (you and others) were:

- I do not wish to answer this question: 9.2%
- Much less frequent: 10.7%
- Less frequent: 4.9%
- About the same: 17.8%
- More frequent: 5.4%
- Much more frequent: 3.9%
- I don't know: 48.0%
What, if any, violations of academic honesty did you participate in after the transition?

- I do not wish to answer this question: 11.2%
- Plagiarism: 1.2%
- Group participation on individual coursework: 7.2%
- Sharing quiz/test questions and/or answers: 4.7%
- Using books and class notes during tests (without the permission of the instructor): 10.4%
- Completing graded coursework or tests for other students: 1.0%
- Other students completing graded coursework or tests for me: 0.6%
- Other: 3.1%
- None: 68.1%

*More than one response was allowed, except if “None” was selected
Student comments on academic dishonesty (Selected)

- A marine never lies, cheats, or steals. ... First to fight for right and freedom And to keep our honor clean.
- Could not use outside resources as all exams had lockdown browser with webcam.
- For assignments using a lockdown browser, I just opened up another computer to google answers.
- Found Quizlet sets that professors pulled exam questions from.
- Going over a quiz and finding the answers together. Help each other out from what we could each remember.
- I did everything to the best of my knowledge to be honest because when it comes down to what I know I would only be fooling myself if I was thinking I learned something.
- I did not participate in academic dishonesty, but I did personally witness many acts of academic dishonesty by other students during this time. Conversations of these acts were present on social media, class group chats, and other virtual discussions.
- I never plagiarized anything word for word but I’ve definitely looked up pretty much every answer on google and I know kids have been offering to do work for people for money on social media.
- Cheating, to me, is almost always meaningless because I tend to score better when I am well prepared than when I cheat.
- I totally believe in academy honesty being the best policy. The goal is LEARNING.
- I use a plagiarism checker on grammerly to check on my work
• I used my textbook on my online quizzes which was technically not allowed. Lord knows I needed all the help I could get.

• I would use my boyfriend’s phone to look up the occasional question while completing tests on my phone :(

• We all cheated and no one’s telling you anything.

• Lots of my classmates did almost all of the above.

• Observing other students soliciting money for assignments, conversations about working together on upcoming exams, other students sharing or asking for answers during exam.

• This question is counterproductive and I highly doubt the researchers will be met with honesty from responders. It will skew any actual analysis.

• Using internet during exams. Chegg, symbolab, etc.
Key finding

- Students had many and different challenges during the transition
Challenges to online learning

- I did not have adequate technology (devices) for online learning: 11.4%
- I did not have adequate or reliable internet access: 19.0%
- I did not know how to use some of the apps needed for online learning: 9.3%
- I was not familiar enough with iCollege: 16.1%
- I did not have a dedicated space for online learning times: 33.4%
- I had to care for a child/children/dependent adult: 9.4%
- I had to homeschool or provide daycare for one or more children: 19.1%
- I had to work hours that did not allow me enough time for online learning: 13.0%
- I lost my job or had hours reduced due to the COVID-19 pandemic: 25.8%
- I was an essential healthcare worker, working long hours: 5.0%
- I was too stressed or busy to give enough attention to my online learning: 21.5%
- My instructors were not responsive enough when I had questions: 17.6%
- Other challenges not listed here: 14.1%
- No challenges: 0.0%

Mean items checked = 2.7        Range = 0-13
• It was challenging and stressful for students and instructors alike
Looking back on this historic, emergency transition, please enter one (1) word that would describe your experience.
## Word frequency comparisons

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1. Stressful</td>
<td>12.1%</td>
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<tr>
<td>2. Challenging</td>
<td>6.2%</td>
</tr>
<tr>
<td>3. Interesting</td>
<td>2.8%</td>
</tr>
<tr>
<td>4. Different</td>
<td>2.4%</td>
</tr>
<tr>
<td>5. Convenient</td>
<td>2.1%</td>
</tr>
<tr>
<td>T6 Frustrating</td>
<td>2.0%</td>
</tr>
<tr>
<td>T6 Horrible</td>
<td>2.0%</td>
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<tr>
<td>T8 Great</td>
<td>1.8%</td>
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<tr>
<td>T8 Terrible</td>
<td>1.8%</td>
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<tr>
<td>T8 Difficult</td>
<td>1.8%</td>
</tr>
<tr>
<td>11. Overwhelming</td>
<td>1.6%</td>
</tr>
<tr>
<td>12. OK</td>
<td>1.4%</td>
</tr>
<tr>
<td>T13 Flexibility</td>
<td>1.3%</td>
</tr>
<tr>
<td>T14 Good</td>
<td>1.3%</td>
</tr>
<tr>
<td>15. Chaotic</td>
<td>1.1%</td>
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</tbody>
</table>

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<tr>
<td>1. Challenging</td>
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