FYMSiC Remote Classroom Survey Results
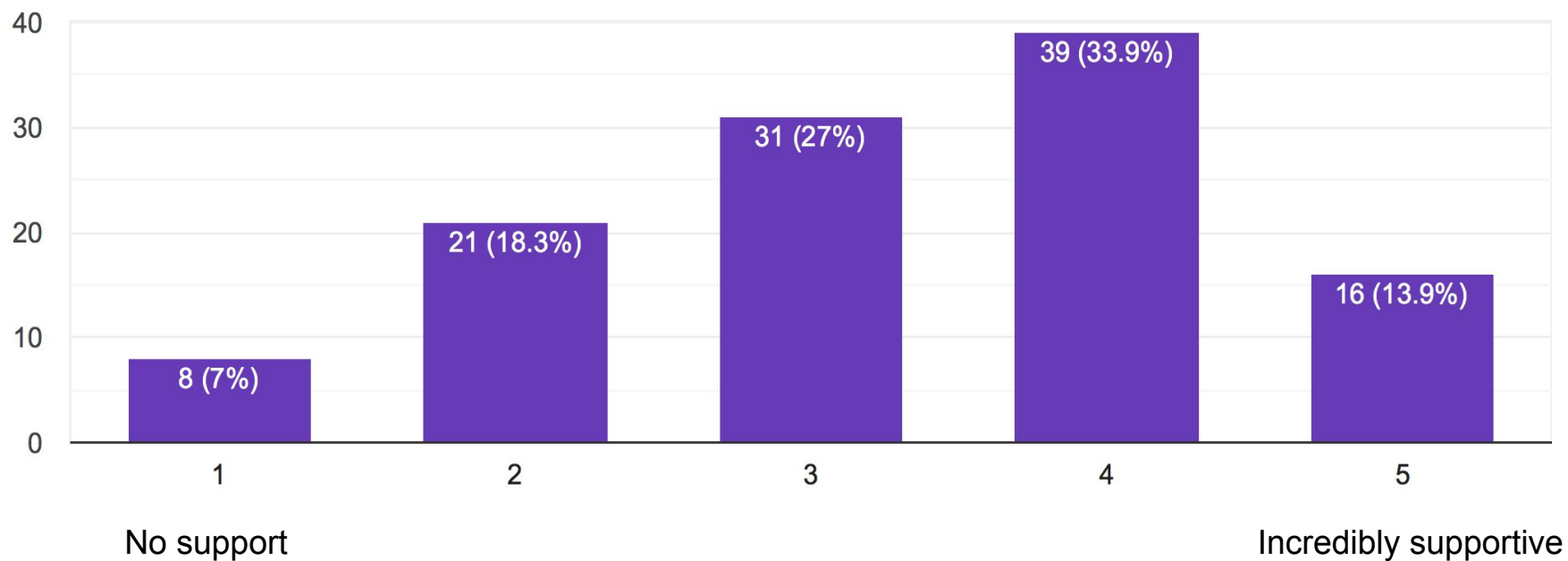
Meta

FYMSiC Online Conference: Teaching First-year Math and Stats Courses in Interesting Times (to say the least)

Saturday, May 23rd, 2020

How much support do you feel you have received from the administration in the transition to digital classrooms?

115 responses

In what ways (if any) has the administration supported you?

70 responses

The not-so-good ...

- Offered to help, but did not follow through
- Bombarding of emails of all kinds
- Little support for sessional instructors
- Very little technical or design support
- Some online training

# In what ways (if any) has the administration supported you?

70 responses

The good …

- Online software/apps: MS Teams, Skype, Gradescope, Adobe Connect, Zoom accounts, LMS, WebEx, Big Blue Button, CrowdMark, Moodle
- Access to equipment
- Support for online teaching
- TA support
- Online group or individual discussions to share resources with faculty
- Administration clarifying expectations for online teaching and providing resources, plus relaxed expectations
- Workshops and training to use technology
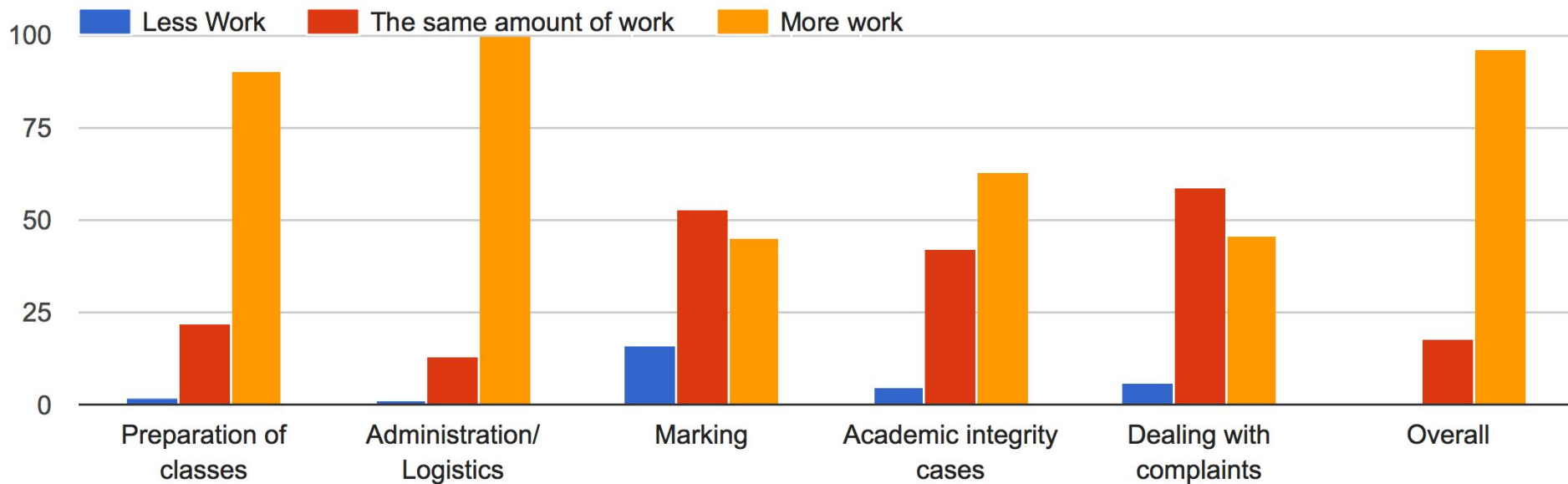- New technology or funding for teaching expenses

How well have faculty in your department coordinated their efforts in the transition to digital classrooms?

117 responses
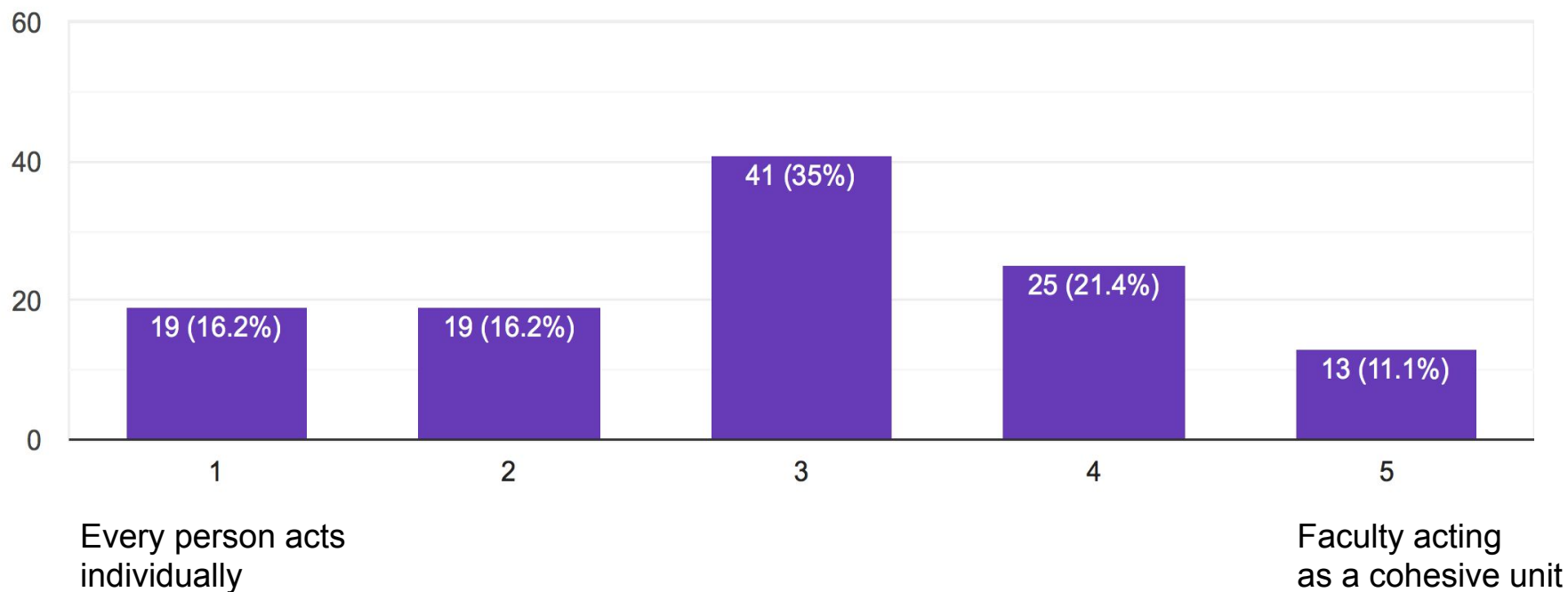
How has your workload has been affected?

114 responses

Are you doing anything different to accommodate students with learning disabilities?

83 responses

- A lot of 'No' or 'As instructed as per accommodation' responses
- Only on a case-by-case basis, as needed
- Extra time
- Open communication with students regarding their needs, i.e. more personal emails
- Recorded lectures in addition to the lectures slides
- Produced PDF scripts so that students had an alternative way to access the information presented

Are you doing anything to accommodate students with inconsistent or limited internet access? 88 responses

- A lot of 'No' responses
- Everything is asynchronous
- Extra time is given to upload documents as required
- Some concerns about online proctoring with internet upload speeds
- Students email solutions that would not upload
- Phone calls through Zoom for those students without internet, i.e., oral exam,
- Incomplete grade, deferring course completion until having consistent internet
- Using offline tools, i.e., OneNote, downloadable texts
- Moved presentations to off-prime hours to avoid overloaded times
- Pilot "dummy" exam to test logistics
- Sometimes it was not a student issue but the institution issue with the internet
- Making videos that are low in size (less than 60Mb)