

FACULTY REMOTE PULSE SURVEY

133

RESPONDENTS

380 surveys sent to faculty who registered and remained enrolled in one of the cohorts of Summer 2020 Remote @ PSU courses; included **tenured, tenure-track, NTTF, adjunct, GTA, and limited staff**. 133 responses (35% response rate).

Survey sent at midterm of Fall quarter (Tuesday week 5) and asked questions about how respondents had implemented remote teaching strategies explored during the summer 2020 **Remote @ PSU development course**.

METHODOLOGY

Each sub-team analyzed data in response to one survey question utilizing qualitative research phases (Braun & Clark, 2006; Cresswell, 2019). First, individuals in each sub-team reviewed data to gain general familiarity. Next, each team member identified initial codes and categories, followed by the generation of emergent themes or primary ideas. The sub-teams then met to engage in cross-analysis comparison, reviewing and comparing codes and themes. Finally, the research team worked together to identify the primary themes from responses to all questions, and compiled for reporting as the last step in the analysis.

TRENDS IN REMOTE LEARNING

INCREASED FLEXIBILITY

Added options for how and when students complete course assignments.

MODIFIED CLASSROOM INTERACTION

Created space for students to develop and sustain digital connections.

IMPROVED COURSE ORGANIZATION

Structured D2L course content in weekly modules.

ALIGNED TECHNOLOGY USE TO COURSE CONTEXT

Incorporated technology carefully to support live and asynchronous student engagement.

FREQUENTLY USED TOOLS



D2L

modular content organized weekly
discussion forums
quizzes



ZOOM

breakout rooms
polls
chat



G SUITE

Google forms
Google drive/shared docs

WHAT FACULTY REPORTED WORKED WELL...



Modified Zoom Use to
Enhance Course Instruction



Frequent Short
Videos



Revised Course Organization to
Focus on Remote Teaching and
Learning Strategies



Utilized D2L Learning Features to
Optimize Student Learning



Adjusted Communication with
Students and Implemented a Variety
of Engagement



Modified assessment practices to
include more flexibility and options for
submitting assignments



Centering inclusive practice and
accessibility needs for all students



Used additional learning technologies
and tools to add to the learning
experience

HOW FACULTY SAW STUDENTS RESPOND...

STUDENTS HAD MULTIPLE METHODS TO PROVIDE FEEDBACK TO THEIR INSTRUCTORS.

"I've received lots of student feedback about the course policies and organization of D2L being beneficial via email, text, and in breakout rooms."

STUDENTS GENERALLY HAD FEWER QUESTIONS.

"I'm happy to say students have very few questions about where to find things, or how things work. Instructions and design seem to be clear."

"Definitely fewer questions about where to find things. Students reported an appreciation zoom connection. Closest thing to being in community when we cannot actually be physically present."

STUDENTS DEMONSTRATED LEARNING, COMPLETED THEIR WORK, AND HAD HIGH QUALITY ASSESSMENTS.

"Student wise, I see my grades being consistent with what is typical for this class- this tells me my online methods are hitting the learning benchmarks I expect and can deliver in person."

"Students are on-task, doing meaningful work."

STUDENT HAD HIGHER LEVELS OF ENGAGEMENT

"Significant level of student engagement, everyone is on track for the most part and working hard"

"After zoom class session last week, one of my students shared her feedback about student engagement. She feels that she is engaging smoothly through this class by building a learning community with her peers and learning a lot. I was happy to hear



FACULTY RESOURCES

TEACHING & TECH HELPLINE

OAI@PDX.EDU / WWW.PDX.EDU/ACADEMIC-INNOVATION

RESOURCES FOR REMOTE TEACHING

OAIPLUS.PDX.EDU

DEPARTMENT SUPPORT

OAI@PDX.EDU / WWW.PDX.EDU/ACADEMIC-INNOVATION