Spring 2020
Student Response
to the Online Transition

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Survey Scope

• **Description of learning environment**
  • Talk about what it means to “go to class” before & after the transition; i.e. how was class time spent?
  • How much time did you invest in support activities (e.g. tutoring, office hours, study groups) before & after the transition?

• **Perception of learning online**
  • Level of engagement with course content?
  • Emotions about learning environment?
  • Motivation to participate?
  • Extent of feeling like a “member of a community of learners”?
  • Shift in course expectations and responsibilities?
  • Gains or losses moving online?
  • Change in approach to studying?

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• How class time was spent did not change significantly
  • 40-80% listening to presentation of information
  • 15-40% watching walk-throughs of example problems
  • Small shift to watching demonstrations, videos, and simulations

• Students spent less time in student-organized study groups, peer-led team learning groups, and review sessions

• Students experienced significant reduction in interpersonal exchanges

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<th>In-Class</th>
<th>Out-of-Class</th>
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<tr>
<td>Before</td>
<td>35</td>
<td>51</td>
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<tr>
<td>After</td>
<td>11</td>
<td>23</td>
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<td>Student Response Profiles</td>
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**Major Characteristics**

| Okay          | • Unfazed and remain motivated  
|               | • Focus on benefits of online learning |
| Keep Calm    | • Challenges of online learning are recognized, but adapted to  
|              | • Course and external resources are utilized  
|              | • Aspects of in-person learning are missed |
| Structure-seeking | • Struggle with loss of external structures that helped frame how, when, and where to work  
|                | • Distractions in environment interfere with learning and studying  
|                | • Learning compromised without support to focus and sustain motivation |
| Loss          | • Feelings of sadness and despair  
|              | • Learning compromised as focus, motivation, and productivity have been lost  
|              | • Normal or familiar means of engaging with the course or people have been lost |
| Lemons        | • Feelings of frustration, anger, or disdain  
|              | • Learning compromised and aspects of the course considered poor or pointless |

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Positive-Leaning Student Voices

Okay
“Increased [engagement] because I can review lecture recordings at my own pace and at my own convenience. Resources are more accessible at one’s fingertips rather than physically walking to where office hours are held or sitting through lecture that may seem slow. Students can make the most of their time by studying effectively.”

Keep Calm
“I try to engage with the course just as much because this is a prerequisite and I might need the information down the road so I really want to understand the material. ... I don't look forward to coming to class because I know it is being recorded and I could do something else I'd rather do. ... . I have multiple classes in a row and it is hard to just sit at a computer screen for hours.”
Negative-Leaning Student Voices

Structure-seeking
“It’s hard to actually pay attention and take in the information” I’m writing as I take notes from the posted slide-opposed to actually being in class…. ... It’s so easy to procrastinate at home because we don’t have class times and we also don’t have to physically go to class. It’s hard to adjust from say watching a movie to taking chemistry notes. I think that’s the hardest thing about this transition. ... My motivation has definitely decreased by a lot. I feel as though I’m a bit lost…. When I don’t fully understand something, my motivation tends to decrease even more.”

Loss
“Before spring break I wouldn’t say I looked forward to coming to class but I knew there would be value in coming. Now I don’t feel as if I’m being taught anything and it’s up to me to teach myself chemistry, which believe me, isn’t going well. I feel emotionally tired from stressing out about this online lab and lecture.”
“Lab used to be my favorite part of chemistry and it really helped me understand the material, but now everything just blends together and I feel like I don’t understand the material but can’t get the help I need. ... I hate it. I hate not being able to see other students and collaborate easily, I hate not being able to directly and easily ask TAs or instructors questions, and I hate feeling lost and stupid.”
Data into Practice

**Student Struggles**
- Maintaining focus online/screen time
- Loss of peer interaction in & out of class
- Loss of learning resources
- Feelings of hopelessness, loss & isolation
- Distracting home environments
- Time management & establishing routines when class feels optional
- Lack of real-time clarification
- Loss of hands-on involvement & development of professional skills

**Practical Strategies**
- Break up synchronous class sessions with group practice & question/clarification opportunities
- Promote co-learning through study groups, discussion platforms, or in-class working teams
- Develop & assess team process skills to support successful group dynamics
- Establish a sense of being known by meeting students
- Provide support for establishing learning spaces & routines
- Record classes so students can choose when & how to engage with content (e.g. pause/re-watch)
- Provide clear & organized learning objectives to focus student learning
- Model decision-making in real-time & give students the same opportunity

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