

Review of Feedback on TRU’s Emergency Remote Teaching Experience, Winter 2020
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Overview

Questions were adapted from the EDUCAUSE recommendations¹. The survey was available for responses for just over one week. The survey was communicated to students via Moodle announcement and the TRUSU mailing list, and to faculty via Moodle announcement and the Faculty-L mailing list. In total, we received 116 student responses and 44 faculty responses.

Student survey highlights:

- Over half of student respondents highlight the following key issues as sources of struggle:
 - Difficulty focusing or paying attention to remote instructions or activities (72%).
 - Personal preference for face-to-face learning (71%).
 - Unclear expectations around course/assignment requirements (66%).
 - Course lessons or activities that haven't translate well to a remote environment (66%).
 - Personal motivation or desire to complete coursework (66%).
 - Instructor discomfort or lack of familiarity with required technologies or applications (56%).
- The majority of students indicate that sustaining grades or performing well in class (76%) is their biggest concern in the transition to remote learning.
- Of students who indicated that they have struggled with accessibility issues in the transition, the majority indicted timed tests (62%) represent the biggest pain point.
- In long-form comments, students report frustration with the cost of classes, lack of communication from administration and faculty, and frustration with assumptions about academic integrity.

Faculty survey highlights:

- Over half of faculty respondents highlight the following key issues as sources of struggle:
 - Personal preference for face-to-face learning (64%).
 - Student discomfort or lack of familiarity with required technologies or application (53%).
 - My own discomfort or lack of familiarity with required technologies or applications (50%).
 - Adequate digital replacements for face-to-face collaboration tools (50%).
- The top three concerns with the transition reported by faculty included diminished student learning (61%), security/privacy of online exams (45%), and not being able to communicate with students (41%).
- In long-form comments, faculty report frustration with options for testing, in particular, and significant concern about maintaining academic integrity in an online environment.

¹ Available for review here: <https://er.educause.edu/blogs/2020/4/educause-diy-survey-kit-remote-work-and-learning-experiences>. The revised questions and their responses are provided as appendices to this document.

- The comments from faculty also suggest concerns about server capacity and crashing. We cannot substantiate complaints about Moodle or BBB crashes; none have been reported in this period and we have no record of system failures.

Other notes:

- Students were significantly more likely than faculty to report personal issues having a negative impact on their transition experience (housing/food security, health, or caregiving impacting up to 42% of students vs. 9% of faculty).

Recommendations and Future Plans

- Both students and faculty indicate a personal preference for face-to-face learning. This could be seen as a place of common ground, to identify a shared struggle. Faculty do not need to be the experts in this space; **students and faculty form a community of inquiry together in the online space.**
- Both faculty and students report a concern with faculty comfort with learning technologies. **LTI will develop a summer suite of programming to help improve faculty comfort levels in advance of the fall semester,** and also suggest that stronger recommendations to use TRU-supported tools would be of benefit to both students and faculty.
- There is a clear need for **more communication** about Moodle Support offerings and other learning technology supports available for faculty on campus; **this communication strategy should extend to CELT and Learning Design offerings,** as well, in order to offer a clear and comprehensive professional development roadmap for faculty.
- There is a lack of support on campus for student digital learning support; LTI has in the last few weeks organized an email helpline staffed by cross-campus staff volunteers and developed (**and will continue to improve**) student support materials.
- It is clear from faculty and student feedback that exams are of primary concern. Students feel like they lack information about final assessments, and that they are not allowed enough time to complete exams in a new format. Faculty are very concerned about academic integrity in the online exam space, and propose some solutions like secured browsers. This suggests that the community requires **information on assessing work in asynchronous learning environments,** including broader discussion of why timed exams cannot be secured off-site without downloading additional expenses onto students. Our recommendations have been to this point and remain that **all assessments should be considered open-book and collaborative,** and assessment strategies should be revised accordingly.
- Likewise, **broader conversation about privacy and security is required across campus** to help faculty understand why services like Zoom and Turnitin are not solutions to the problems they are experiencing.
- Several students requested more attention to captioning of videos; this is easily achieved with Kaltura, and **LTI will develop a webinar and materials to support faculty to develop this skill.**

Student Feedback Results (116)

Q. 1: Which of the following technological issues have been a challenge for you since the transition to remote learning? (Check all that apply.)

Instructor discomfort or lack of familiarity with required technologies or applications	65
My own discomfort or lack of familiarity with required technologies or applications	38
Unclear expectations around which technologies and applications I am required to use	49
My access to reliable communication software/tools	21
My access to reliable internet/service	30
My access to a reliable digital device (e.g., laptop, mobile device)	18
My access to specialized software	24
My access to library resources	22
Adequate digital replacements for face-to-face collaboration tools	55

Q. 2: Which of the following learning/educational issues have been a challenge for you since the transition to remote learning? (Check all that apply.)

Finding time to participate in synchronous classes (e.g., live-streaming lectures or video conferencing at a set time)	45
Unclear expectations around course/assignment requirements	77
Competing class meetings and schedules	38
Personal preference for face-to-face learning	82
Course lessons or activities that haven't translated well to a remote environment	76
Difficulty focusing or paying attention to remote instruction or activities	84
Instructor availability/responsiveness	39
Personal motivation/desire to complete coursework	77

Q. 3: What are your biggest concerns with the transition to remote learning so far? (Check all that apply.)

Grades/performing well in class	88
Completing my internship or practicum requirements	17
Changes to grading structures	54
Not being able to see classmates	40
Not being able to communicate with instructors	53
Possible delays in graduating/completing my program	42
Missing out on extracurricular/on-campus activities	56
Online privacy, protection of my personal data	26
Security/privacy in taking online exams	29
Housing security	24
Food security	46
Health (personal or loved ones)	49
Caregiving responsibilities	21

Q. 4: Which of the following technical accessibility issues have been challenging for you since the transition to remote learning? (Check all that apply.)

I do not require accessibility accommodations.	45
Availability of captioning on video content	15
Access to ASL interpreters	2
Time on tests	44
File converting	23
Access to assistive technology hardware	16
Access to adapted course materials	17

Q. 5: Which of the following teaching-related accessibility issues have been challenging for you since the transition to remote learning? (Check all that apply.)

I do not require accessibility accommodations.	40
Instructors only holding synchronous classes (e.g., live-streaming lectures or video conferencing at a set time)	22
Timed tests	43
Instructors not using a tool that is supported by the institution	14
Instructors using a tool that is not supported by the institution	10

Long-form comments (Prompt: "If we could solve one problem for you, what would it be?"):

- How science students are supposed to do the labs, as well as when OL students can do the final exams
- Give me less stress with handing in assignments on time and to my best ability
- TRU's handling of this has been a joke, and staff are impossible to get accurate information out of. The communication style has been to quote policy rather than answer the question that has been asked, and every exchange has required several additional questions on my part to reveal information that drastically impacts my decision making and my ability to complete my course. I am shocked at how poorly this has been handled, at the constant miscommunication, and I have no trust in this institution's capacity to make decisions. TRU could respect students enough to be clear about expectations, timelines, and technologies. As well, a hearty fuck you for transferring the cost of an invasive exam invigilation technology onto students directly.
- Counseling accessibility
- Having instructors set up conference calls during the time(s) that we would normally be in class. This would help with maintaining a schedule and keeping up with instructor's requirements over the weeks.
- Make all courses pass/fail.
- During all examinations (e.g quizzes and final exams) the time limit should be enough to complete the exam and upload the answers. At times some errors occur which are not in our hand. In the last three courses I faced this difficulty and because of the technical challenges I could not perform well in final exam which matters the most. I have performed pretty well in all other assessments but will probably will end up with a poor grade due to technical issues during final exam. It is very demotivating for students to

end up with poor grade for the finals during this quarantine situation even after giving best effort throughout the semester.

- I would make all instructors do some kind of recorded or pre-recorded lecture and upload it to moodle. I am really struggling with some of my classes because the teachers are just posting slides and no lectures and when I email them I am not receiving any more help or information.
- Honestly, you guys are doing great. I'm so grateful you were able to switch to online and didn't cancel any classes or the summer semester. Just fix the pandemic okay? ;) Thank you for all you do!
- Reduce fees since we are not receiving the full university experience and activities from home
- Adequate alternatives to face to face learning. I had a professor who made no attempt to do live streaming or pre recorded lectures. He just put up slides
- I really have a hard time complaining as I see this, mostly, as a ""high-quality problem"" being that all of my tested classwork has been open book, which of course makes things tremendously easy. But as this isolation persists I find myself contemplating why I even go to school, physically. Seldomly do I find class time useful, YouTube, Khan Academy, Reddit, StackOverflow and other sources teach me the material in the end with a little help from the slides that profs post which oftentimes ends up being pre-set slides from the textbook. This isn't implying that professors are doing a bad job (mine have been great!), but teaching is out of date. Pre-isolation I would spend hours of my day listening to a Ph.D. talk and post-isolation I can get all of my work done before 2 pm, plus I can adapt it to my learning style (if you believe in that sort of thing). The only thing I miss on occasion is actually being present at school, I think TRU offers a great learning environment with lots of different people doing different things. However, I realize that this is just my perspective. I can understand how many could be struggling with this distancing, perhaps I was dealt a relatively good hand with my professors as I ran into few technical errors (which ended up being mostly my fault). Honestly, I hope that this distanced learning continues throughout the summer semester. Thanks for reading my two cents, stay safe.
- Timed tests with unreliable internet and distractions associated with not being at school (car alarms, family noise, etc.).
- Hire more staff for Open Learning - and give them telephones. They're impossible to get a hold of right now, e.g. to enroll in OL courses.
- If there's an online exam there should be more than time given like for 1hr Exam we should get 1.5hr min. as sometimes there is wifi issue and takes time to upload the file or convert the file in the proper format.
- It would help if the non tuition fees such as Sports and Recreation, BC Transit Pass, and other miscellaneous charges could be removed from our accounts as we are not making use of any of those services for the time being. It is unfair if we are charged for something we aren't even using at the moment.
- go back to face to face classes

- My preference is for face to face classes. But in lieu of that, one of the biggest problems I had with moving to digital classes was a lack of accessible computer programs. The only computer lab with the program I needed for one of my courses was in one of the buildings that was closed down. This meant that my course instructor cancelled all future labs and my class didn't get the full learning that we had paid for. I realize with the quick shutdown of the school there was really no other option in this scenario, but I think that making programs available for students to use in the future should be a priority.
- Since classes have moved online, I request you to make some deductions for the courses for International students.
- Different tools used by different instructor need to learn about that first
- Please match fees to online courses.
- Real-time captioning for live lectures on big blue button like how Skype has it would be awesome as I am hard of hearing.
- Change the fees of the courses to that of online courses.
- Fees reduction! Considering the pandemic it is a true problem. Our families back home are affected by the current situation. It is a world crisis, and I want to light on the International student's tuition fees. It's already three times the local student's fee, and considering the crisis it seems like after being hit by the crisis the entire family earnings might go to our tuition. Being the union I hope you address the problem and do something about it. Thanks!
- Reduction in tuition fee. Its not just a nation's problem, its a world crises. If situation were normal it won't be an issue. Our families are also affected by it. And it sure will be an issue to send approx \$2,000 per course after being hit by the crises. I'm sure student union understands the concern and will surely pressure the authorities to take action on the same.
- I just want the professors to teach whole syllabus which was earlier promised in course schedule with their 100%. Professors are teaching just for the sake of completion of their course(that too by chopping or skipping so many chapters). They're not concerned about the quality of education to be provided to the students.
- Just make one clear statement for final exam. Dont need a fancy new thing, just give a take-home open book project. I have had 3 or 4 messages saying "we dont know" or "we are sorry" and finally "wait for the instructor to decide". Still no firm answer though.
- The instructors gave us extremely difficult tests thinking that we all cheat and do exams in groups. Not everyone is like that. Its very unfair that I could have gotten an A+ before this transitioning and now because of these ridiculously difficult tests and unreasonable time limits, my grades are dropping significantly. I had a GPA of 4.00 and I don't know what my GPA will be after this semester ends. I DID NOT pay thousands of dollars for this . I'm very upset and depressed about my grades and frustrated that the instructors don't give a hoot about the students and just act on their stereotype about online exams and integrity.

- Please get the instructors to move away from Microsoft Office, like the PowerPoint Show recordings (*.ppsx files) and use a Moodle-supported plugin like Kaltura or BigBlueButton. *.ppsx files require Microsoft Office to view, which isn't an option for me as a Linux user. (*.ppt files are fine, as there is alternate software to view them. It's just the recorded ones that don't work.) Same thing with exams. Why do I have a professor e-mailing me a *.docx midterm file that I have to frantically fill out and re-upload within the time limit, when Moodle has a perfectly fine built in exam environment that doesn't require me to struggle with formatting text?
- WHEN is my exam. The one problem that can be solved is to determine when student exams will be. I personally have communicated with my professor, the exams department, student services and enrollment regarding the date of my exam, I have yet to receive a definitive answer. I've continually been told that information regarding exams is ""pending"". Given the exam is the last component required for my course, I find the lack of clarity extremely frustrating. Of course I recognize the significant administrative challenges presented due to COVID-19, operationally, I can understand the impact on an institution the size of TRU - that being said, I suggest clear and transparent communication be provided to students in my situation. I'd rather hear, ""we don't know, we're working on it"" ...than, contact your professor, contact student services, refer to the covid-19 page. It is very frustrating, thank you for the opportunity to convey my immense disappointment.
- Make courses through the same platform. I did some online certificates for WITT, and had trouble sending results, accessing the course.
- POSTPONE GRADUATION and DO NOT CANCEL it. It's hard to even want to finish school if we do not get to walk the stage, even if graduation is postponed to October or later, it is better than canceling it!!
- Grading system. Please, since we are not in class and not able to learn to our fullest potential. I would rather have a pass/fail instead of a grade affecting my gpa.
- Communication to students. As an open learning student, I did not hear about what would be done for my final for 4 weeks... I was extremely disappointed by this and sent many emails to attempt to figure out what was going on. Yet, it's been nearly 5 weeks since the university shut down and I still do not know when the final for my online class is. I need the class for the University of Victoria in order to graduate and am worried because TRU is taking so long to figure this out that I will not have my grade in time and will not be able to graduate. I am very disappointed with TRU OL and will not recommend to other students to take online courses through this institution as I have done in the past.
- Instructors should NEVER be forcing students to participate in synchronous video lectures during a global pandemic and time of collective trauma. It is not compassionate toward students' mental health nor equitable. Not all students have reliable internet or live in safe, comfortable spaces in which to listen to lectures on the same in-class schedule.
- We need good alternatives to practica. I am in the BEd. program and did my practicum online, allowing me no practical experience. I understand schools are closed, but an

online substitute was not a good alternative. What would have been better would be a postponement of those practicum hours which would then be added to a future practicum

- Time allotted for tests
- If classes are to be continued remotely in the future I think there should be a reduction in the tuition paid for my program. My understanding is a large portion of the tuition is used to for faculty travel on a weekly basis from cities like Vancouver and Calgary. This expense will no longer exist if things continue remotely. In addition, I believe I pay tuition in order to obtain learning in a classroom setting and have professors more readily accessible. If this is not available then why am I paying full price for this service?
- commensurate tuition to the alternative mode of learning. especially that I feel that I will loose on the benefits of On-campus facilities, environment and diversity of thought in face to face interaction as an International student
- Access to Tutors. Preping us on using the different communication channels eg Zoom,blue jeans. Mental health support for international students
- More online classes. This works well.
- I feel incredibly robbed by this university. I feel incredibly uncared for, and I feel you guys only see me as another check in your pocket. There has been zero resources or help to support me. I feel I am owed money for the very expensive parking pass I payed for and am now not able to use, the campus housing costs I will not get back even though I was Basically Kicked out of. I also feel it's horrible for you guys to not refund us part of the incredibly high tuition we pay at tru. If you could do one thing for me, it would be to refund me part of my parking pass, on campus housing, and tuition. Because of this pandemic I will no longer be able to get a job after finals, making me not able to continue my university career in the fall because I can't afford it. Myself and many others think you are robbing the most financially vulnerable people during this time, and it's wrong and immoral. You would be nothing without us students choosing to attend your university, so you should show us some compassion, and gratitude for making that decision. Without you building strong relationships with your Students that fund you, we will choose to take our money and our educations elsewhere.
- My program(BFA) requires Adobe Creative Cloud Programs to have good quality learning and experience. Since the transition to remote learning I haven't had access to these programs but instead have been made to look for free lower-quality alternatives. I would rather work with the adobe programs because I am comfortable with them and would be using them in my future career.
- TRU should have converted to pass or fail, online transitions have been absolute trash.
- I think tru needs to be more transparent about what's happening and needs to be more responsive, like not taking 10 days to reply to emails (for example open learning and accessibility services). My biggest problem is that i no longer have the funds to live in kamloops and have to move home and take classes at another school where im from to then transfer back to tru when i have money again, i need more constant connection with advising helping me through this. I have to go to a new school, transfer, make sure the classes there will transfer back to tru, then transfer back to tru, get my transcripts to

tru so i can register in classes in the winter. I just need help and it seems like no one wants to help, very sad and disappointed in tru, advising and senior management.

- Teachers need to check their email hourly or so. When we don't have face to face communication it is not fair to wait for 24hrs or more on a weekday for a response.
- Could you solve coronavirus? Lol
- Grading is my biggest concern. My professors have been amazing in being flexible, accommodating, and supportive but I wish we had the option to have our classes be pass/fail. I think it would take a lot of the stress away in a time that is already very stressful.
- The teacher should give a two day notice before doing an online class. In this way, we can take our precautions
- Having professors provide more than just slides to look over.
- Timing on the tests. I had a quiz for Comp 2130, there was inadequate time for me to complete the quiz. There was no way that I could have completed that many questions in 20 minutes, even though if it was in person. I ask my fellow classmates about how it went for them and the same answer followed, "there wasn't enough time".
- Online learning is proved to be hard to motivate because it feels as if I am having to teach myself everything. I listen to lectures on blue bottom but my questions where no answered. One problem I have right now is a feeling that I'm not ready for final exams. I have so many questions unanswered and I feel it's not fair to my learning.
- Profs having zero flexibility
- providing more time for tests since it is harder to complete them online (since i'm used to writing everything out on paper)
- Giving more time and extending the semester in order to finish all course load and exams without rushing instructors and students to transition.
- Having a similar video software that all professors are suppose to use. Like, everyone use big blue button and not have some use it and others use Zoom.
- Please have deans talk to their staff. I feel like folks in the MEd program don't know you are there to help support them!
- Considering lenient grades so that people who are suffering from stress and staying away from family do not have to worry about failing courses and some of the instructors have also not been available to help solve questions that I had regarding the course or a particular matter
- Having professors send more than only a word document with class notes. It is amazing hearing them or seeing them, it makes us feel more in the real work and it helps me learn better.
- It's just been an adjustment for me, I don't personalize have any problems with this format. I've been doing better in my classes because I didn't have to waste time in useless classes or with all the time that gets wasted in class. My grades will be better and my work-life balance has been better. The hard part is motivating myself to go to a synchronous 8:30 class. Another concern for me is practicum but it's been cancelled for this summer and reimbursed so it's a non issue at this point. If this continue moving

forward TRU will have to get the structures in place to allow nursing students to keep practicing as some other institutions are allowing/forcing their students to do.

- Improve the way classes are administered online if they cannot be face-to-face. One of my professors refused to do any online instruction other than powerpoints which was extremely detrimental to my learning. He did not create lesson plans or post recorded lectures. All other professors posted pre-recorded lectures which was okay but not as informative as regular classes. It was difficult not being able to ask instructors questions during classes or get clarification on difficult material as they were explaining it. If we were ever required to do online learning again I would hope for greater consistency in online instruction, live-streamed classes, and oversight to ensure students actually get the education we are paying for.
- Not making the law faculty's grading system a mandatory pass/fail system.
- For timed tests, give extra minutes apart from the time given, taking into account that any unprecedented issues can arise and instructors sticking to their class time to set class times to avoid conflicting time schedules with other classes.
- It would have been great if TRU had just given a pass/fail. This switch over to online learning has been extremely hard. I am a single mother and am also homeschooling my 2 children now. I am so overwhelmed because I am behind in all my courses and practicum. It would have been nice if TRU had thought about the extra stresses this was going to put on students. Giving students the option to do a withdrawal after courses are complete is great, but it's unfair that we do not get refunds if chose that route. I am now torn between my GPA taking a hit because of these additional life stresses, or taking the withdrawal and losing out on that money which I can't afford to do.
- As, there would be online classes in Summer, I hope , it would not be difficult for the students to study the course content. The course content should be in such a way, that can be solved or done at home.
- Some assignment instructions are hard to follow. Professors should take note that we are not studying in classrooms anymore so they should make changes to some assignments which are easy to follow and do because everytime we can't e-mail or call professors to clear our doubts.
- Ask profs to actually teach us content not give us essays and readings instead
- The toughest thing about this transition is trying to learn during this crisis. The instructors that I had were able to cut content (mostly because there was 1 chapter left anyway), or were able to still address the content, but not make it testable. I think other students did not have that luxury; they still had to treat their learning outcomes as if they were still at school in an environment designed for learning. I am really worried about how students are going to be able to learn from home in the summer semester considering that this crisis will likely continue.
- Provide cheaper online courses in the future.

Faculty Feedback Results (44)

Q. 1: Which of the following technological issues have been a challenge for you since the transition to remote learning? (Check all that apply.)

Student discomfort or lack of familiarity with required technologies or applications	23
My own discomfort or lack of familiarity with required technologies or applications	22
My access to reliable communication software/tools	11
My access to reliable internet/service	2
My access to a reliable digital device (e.g., laptop, mobile device)	3
My access to specialized software	13
My access to library resources	3
Adequate digital replacements for face-to-face collaboration tools (e.g., whiteboards)	22

Q. 2: How would you say your students have adapted to remote learning, from your experiences and observations as an instructor?

My students seem to be struggling a great deal with adapting to remote learning.	6
My students seem to be struggling somewhat with adapting to remote learning.	18
My students seem to be adapting reasonably well to remote learning.	14
My students seem to be adapting extremely well to remote learning.	5

Q. 3: Which of the following have been challenging for you in adapting course design and/or assignments to remote learning? (Check all that apply.)

I am not familiar or comfortable with online applications/tools.	12
I have limited knowledge of options for alternative course delivery.	18
I have limited personal time or energy to effectively adapt.	15
My personal preference is for face-to-face learning.	28
Course lessons or activities haven't translated well to a remote environment.	18
I am uncertain about how to best assess student learning in this environment.	18
Students have not been adequately available/responsive.	17
Limited by personal circumstances (caregiving, health, finances, etc).	6

Q. 4: What are your biggest concerns with the transition to remote learning so far? (Check all that apply.)

Diminished student learning	27
Changes to grading structures (e.g., pass/fail, credit/no-credit)	7
Not being able to communicate with my students	18
Online privacy, protection of student data	5
Online privacy, protection of my personal data	7
Evaluations of my teaching effectiveness	16
Impacts to tenure eligibility	5
Security/privacy of online exams	20
Personal issues (caregiving, health, finances, etc)	4

Long-form comments (Prompt: "If we could solve one problem for you, what would it be?"):

- Promote the use of online exams and lockdown browsers to the University. I am interested in delivering exams that way, but am experiencing uncertainty/push back from decision makers. Thanks!
- Secure process for testing online where students are monitored
- An online Moodle tutorial would be fantastic; it would ensure that I know what I am doing in order to best help students.
- I need to be oriented to Moodle to deliver Visual Arts content and courses. In the meantime I would like to create shell courses in Moodle for my projected teaching workload for the fall of 2020. I know. that's two problems. Cheers.
- Based on our experience so far, I have no confidence that TRU has adequate remote learning capacity on a technical level. That is, I may spend weeks preparing to convert my F2F course to remote learning, only to have TRU's systems crash at the critical moment. The other problem that must be solved is poorly organized documentation for Moodle. Not only is information internally inconsistent, it is badly indexed so I waste tons of time finding answers to simple questions. And when I ask support staff for help, they send me back to the documentation.
- Try to learn how to best adapt to online teaching.
- Better communication. Email communication with students is required. Open Learning has not ensured that emails are easily accessible. Communication with Open Learning admin is lacking, inconsistent, and policy and procedure has not changed/adapted fast enough to deal with students who need to write final exams. Open Learning does not keep a record of email addresses of students so they have not contacted students to keep them up to date about final exams which has resulted in chaos and misinformation, anxiety for students and faculty. The university needs to provide more \$\$ for Moodle support workers who work hard. More money is required caregiving, health, finances, etc. Thanks to Jamie at Moodle who has provided excellent support to faculty.
- Communication issues with students - many simply do not respond to any form of messaging/email/announcements. What can we possibly do to help/teach them if they just don't respond?
- Finding a way to ensure that I am assessing students' own work. I would like to express my huge gratitude to the Moodle team for all your help, and to say that I have truly embraced the opportunity to learn new tools in this challenging time. You are doing a terrific job!
- Reliable online meeting tool that can support video interaction as well as group whiteboard use to use for remote teaching and handle recording that appears quickly. It needs to work for class and one on one appointments with students. It must not crash. Our f2f students need that interaction option in order to be comfortable, yet it must be recorded as their complex lives cannot require synchronous activity.
- A comment: shifting from f2f to remote instruction at the 8-week point of the semester was a lot easier than it would have been at the start. Students had nearly 3/4 of the classroom lectures and skill development, making it far easier for them to move to an

online delivery method. For future semesters--if remote delivery and assessment will be necessary--the technical challenges for me will be considerably harder to overcome.

- Academic Integrity has been a major issue, especially in my Intro courses. I filed 22 AI reports for copying off another student or copying off the internet. These were all Moodle quizzes. Is there some software that could automatically check for plagiarism / copying? When I was a student I had to submit my work to Turnitin.com.
- Providing internet access that is reliable for ALL students, regardless of where they live. Some students have no reliable internet access, and those with some often have intermittent access (at times dependent on going to the house of a neighbour). This means that I cannot, fairly, require the real-time role-playing games that often excite and engage students, and as well I cannot continue with the real-time discussions and seminar sessions that are a mainstay of most of my courses in History.
- Significant increase in student collaboration and cheating on evaluations resulting in a high number of Academic Integrity violations. Need smaller class sizes 20 to 25 not 35 to 40 and capability of remote monitoring during evaluations. Need dedicated meetings with student groups to fully interact on a weekly basis. SUMMER 2020 SHOULD BE SINGLE 13 WEEK SEMESTER
- I would like TRU to obtain a ZOOM licence as it is the most reliable and easy to use tool. Interior Health has a special licence with ZOOM and info from it is stored in Canada. It is very secure and used for medical consultations. Surely TRU could acquire this for online teaching as the webinar and regular conference are so much more intuitive and easy to use.
- Your survey does not ask the correct questions, indicative of the lack of understanding of what is required to transition to remote learning. The single biggest issue with the transition to remote learning is the TRU provided tools for remote learning is not adequate. Using Moodle with BBB is all we have and this toolset does not have a big enough server power to run adequately.
- Provide and ensure that online exams for maximizing the security through installing a reliable remote online testing, ProctorU, Proctortrack or any virtual video-audio screening and detection software.
- The CELT, Learning technology, Moodle, and ITS support have provided ongoing access via virtual conferencing for integrating remote teaching and assessment. Thank you for helping us to move smoothly to distance teaching and assessment.
- More bandwidth for real-time video conferencing with 12 or more students. I found that regular, video conferencing helped keep the students engaged. My biggest challenge was the time available to adapt my labs, in particular, to the digital world. I developed entirely new labs that were more appropriate for the technology. Class size is critical. Remote teaching works best with smaller classes.
- Nil, I think the process has been positive overall and I have plenty of resources I need as an instructor.
- A reliable approach to invigilating exams. For instance, I would recommend that staff members be hired to watch several students over webcam as they are completing their exams.

- Help with translating course lessons and activities to Moodle, including course design and how to meet learning objectives.
- Moving forward to the fall, it's about having a wide range of online options for different pedagogical purposes. I don't want to have to start with technology. I want to start with pedagogy and have technology that can fit my needs, which are going to be very different across courses, instructors, and disciplines. I want options! And they have to be very user friendly for students.
- Some of the students do not have the required tools (computer, laptop) at home which has been a challenge for them. What I miss the most about remote learning is the classroom discussions. I would like to learn more about the online tools such as webinars, setting up chat lines etc. before the next semester.
- My most simple wish would be to have a way to know for certain that students are receiving and reading/interacting with my communications (confirmation of receipt notification, and/or read/unread status for emails, a way to track who has read my documents, viewed my videos, and/or listened to my audio files).
- Hmm... the support has been great! But I've often thought I should be gaining a better grasp of the technology anyway. Maybe we just need to continually take advantage of training opportunities--more customized, or smaller, the better, of course (more easily said than done!). A couple years ago, a tech support guy brought me a new screen, and having him in the office to answer questions and share tips for about 10 minutes turned out to be hugely helpful. I learned things I would not have known to ask. Maybe an opportunity for a 15 minute one-to-one every year or two, for many of us, could be huge, and save time overall. That's an idea apart from this challenging situation, though.
- Advice on effective online instructional design for synchronous learning the ability to teach in real-time, synchronously with all students present. I rely on student interactions with one another to help build a class community. I understand the need for asynchronous delivery, but the inability to have all the students present at one time (even if digitally) severely impacted the learning objectives. My greatest hope is that we have to go digital in the fall, we will have the infrastructure to support synchronous delivery.
- You are doing everything you can. Thank-you! The only real problem I would like solved is how to get back into the classroom and there is nothing you can help with there.
- In my discipline we rely on closed book, invigilated, timed assessments. This is not working well with Moodle tests, since I suspect some students are getting help (cheating). Also, Moodle seems to get overloaded at high volume times. If we have to keep doing this, it would be nice if its capacity was greater so that this doesn't happen.
- Please make more tutorial videos for each of the online teaching tools on Moodle.
- Making more tutorial videos for each online teaching tool on Moodle.
- Moodle has not worked well re: big blue button etc., and I haven't been able to access the support necessary to move to alternate delivery methods. I'm very concerned about the fall and what will be expected of me as an instructor then.
- More a note to senior management than the great tech support team. Where courses already exist with Open Learning (most summer offerings), that should be the alternate

delivery. Not material cobbled together at the last minute by people who have never done it before without the time, resources or skills to do it properly.

- My biggest concern is effective evaluation of students due to threats to academic integrity. An exam delivered through Moodle alone is vulnerable to many kinds of cheating.