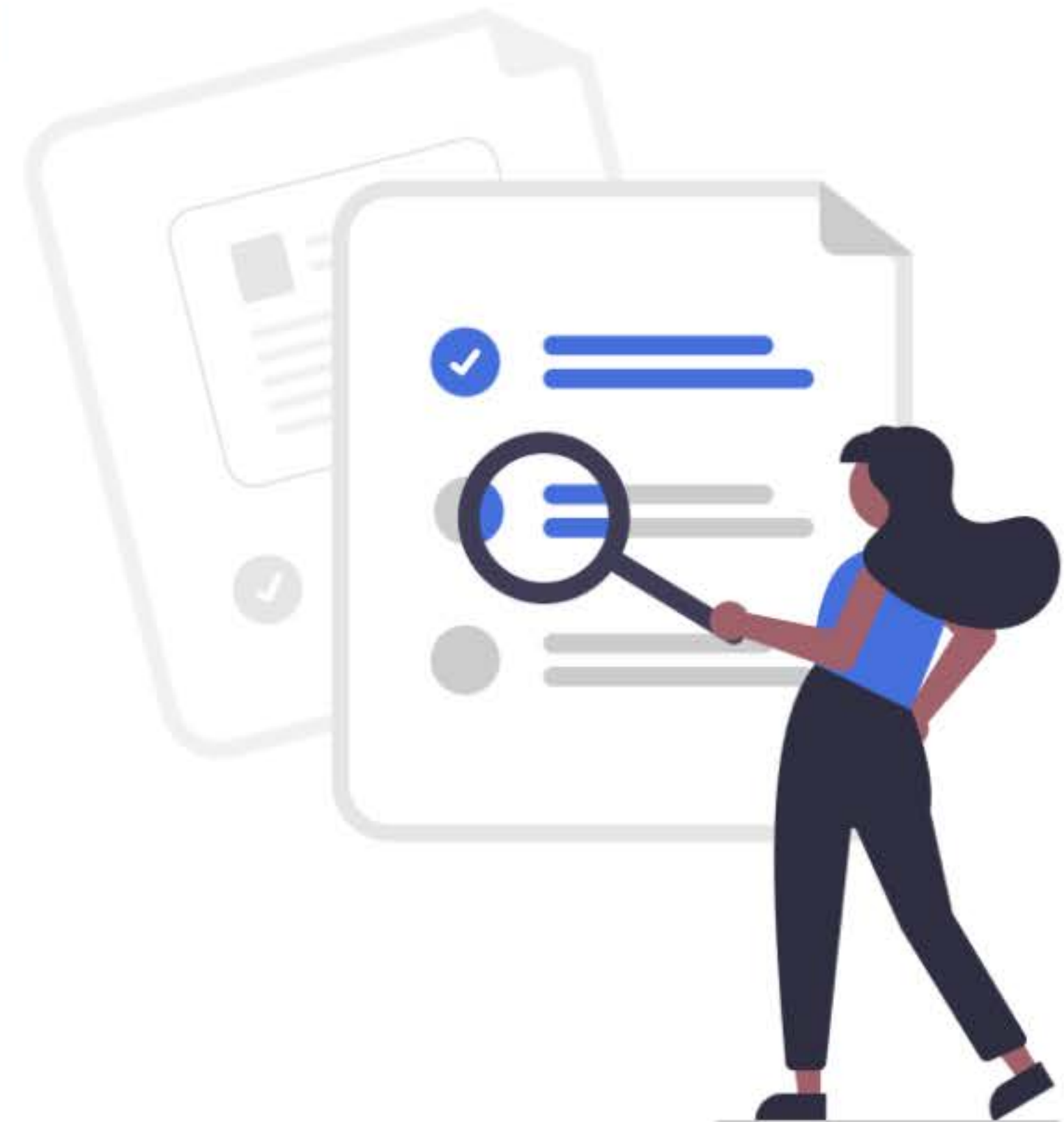

Improving Online Learning for Emily Carr students

during COVID19



CATHERINE, FRANCISCA, SELINA

Global Pandemic

With the Coronavirus deeply influencing our daily lives, our group thought we could shine some light on how this pandemic is effecting students.

Narrowing our scope to Emily Carr students, we were able to get specific information on how our students were doing, and what areas could be improved for the benefit of online learning at ECU.



How might we...

**Improve online learning experiences for
Emily Carr students during a
pandemic?**

PART 02

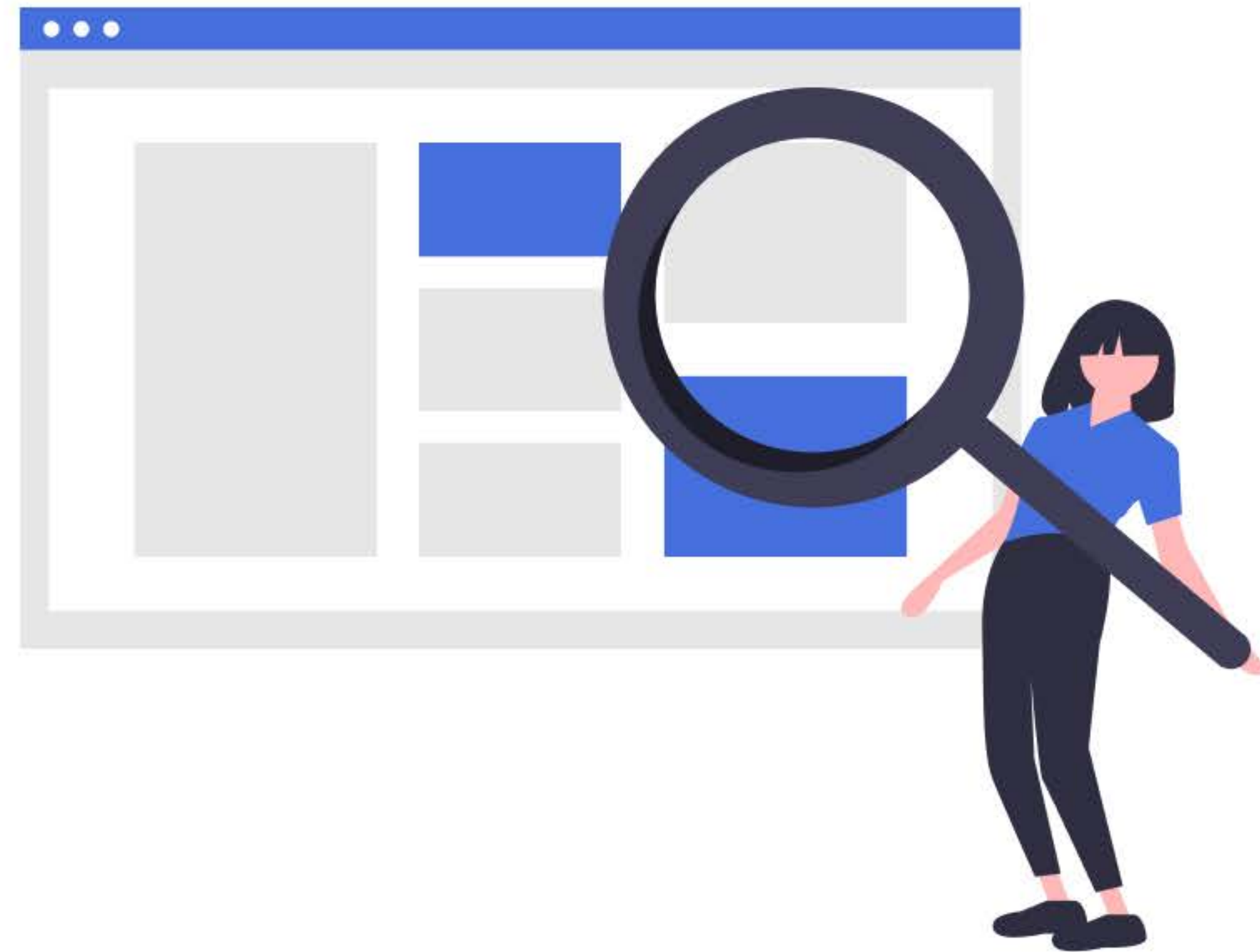
SECONDARY RESEARCH



Secondary Research

Initial Assumptions:

- It's more difficult to do online learning than in-person classes
- Due to covid, there are other elements contributing to stress which also negatively impact the learning experience
- Students prefer in-person learning than online learning



Quantative Data:

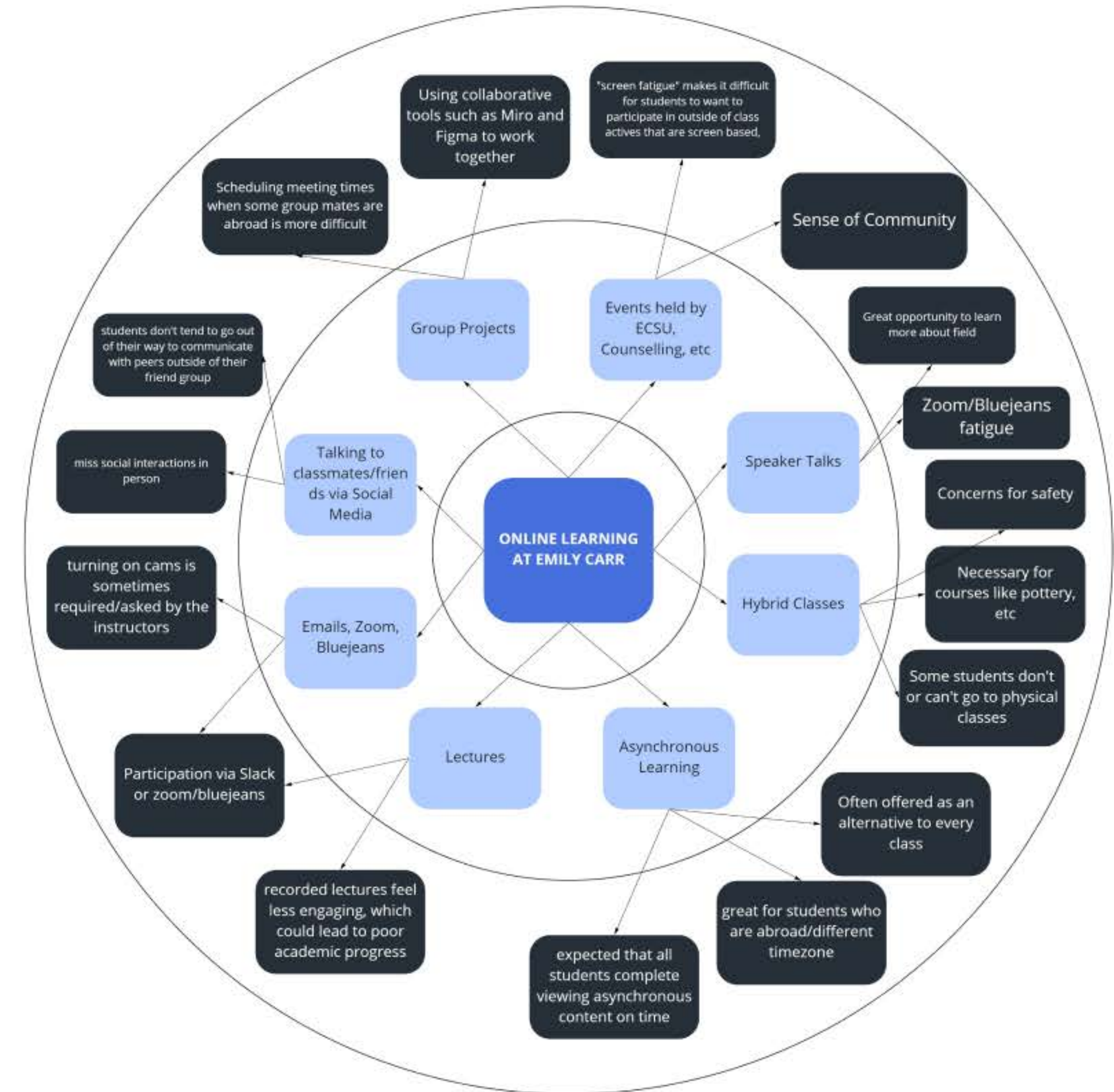
How many classes are online?

	SUMMER 2020	FALL 2020
In-Person F2F	0	0
Hybrid	1	79
Online	73	342.5
TOTAL	74	421.5

Secondary Research

Offering-Activities-Culture Map

Organizing how online learning is connected to other elements that impacts the experience either directly or indirectly



Secondary Research

Different categories of online learning

Sorting out the elements of online learning into different categories helped us conduct our research in a more organized way

Mental Health

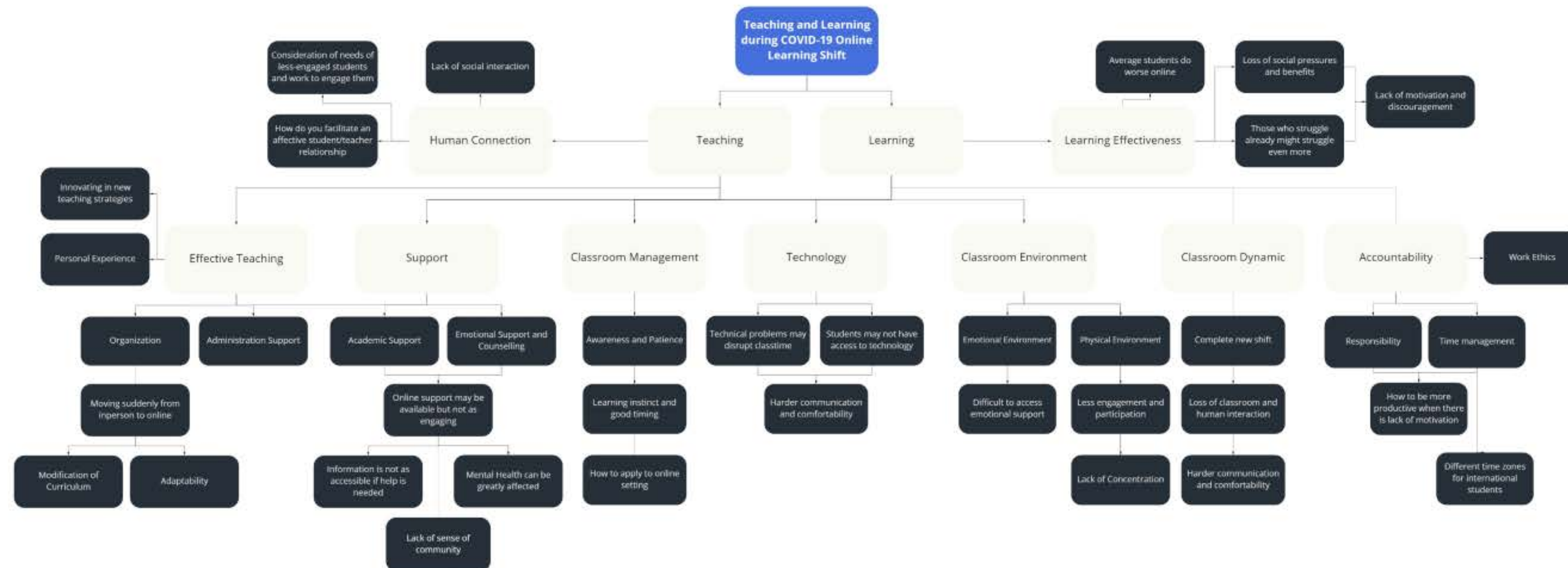
Physical Health

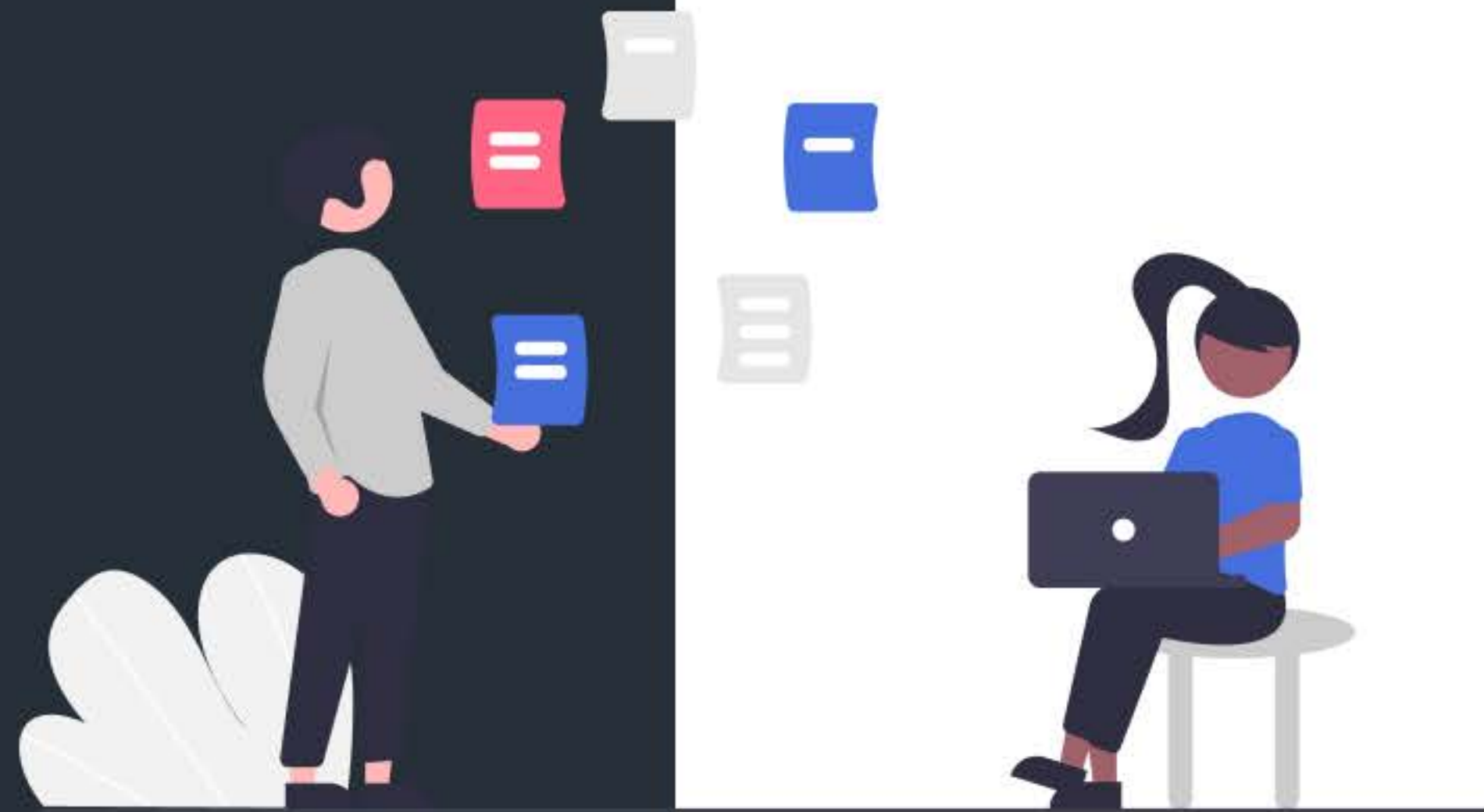
Learning

Teaching

Teaching and Learning

Understanding Teaching and Learning





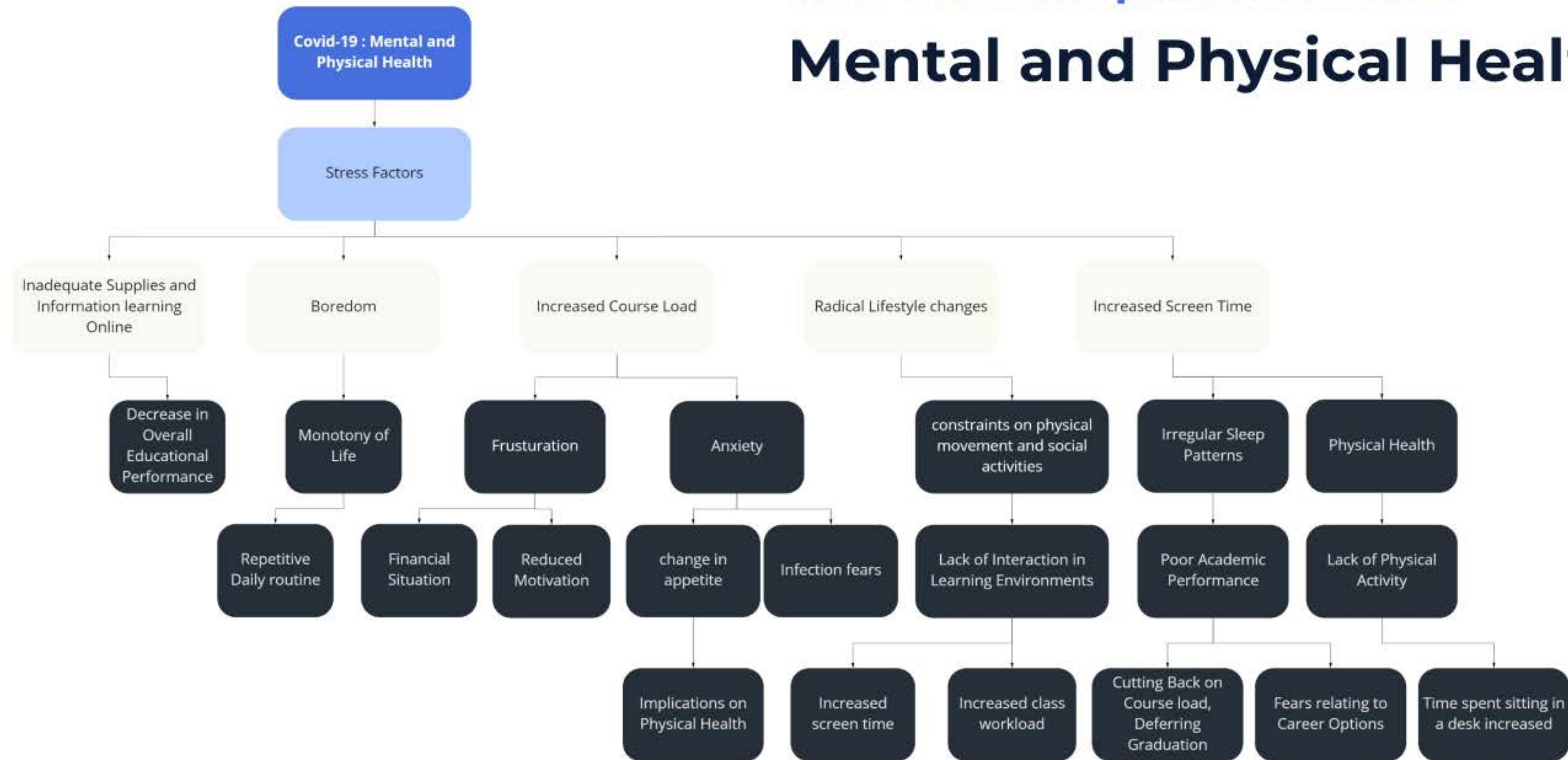
Teaching and Learning

Main Takeaway

- The shifts in learning experience from in person to online plays a major role in learning effectiveness and student accountability
- Human connection is a main concern for learning and teaching effectiveness
- Confirming assumption: Teaching is the primary factor that impacts online learning

How stress impacts students

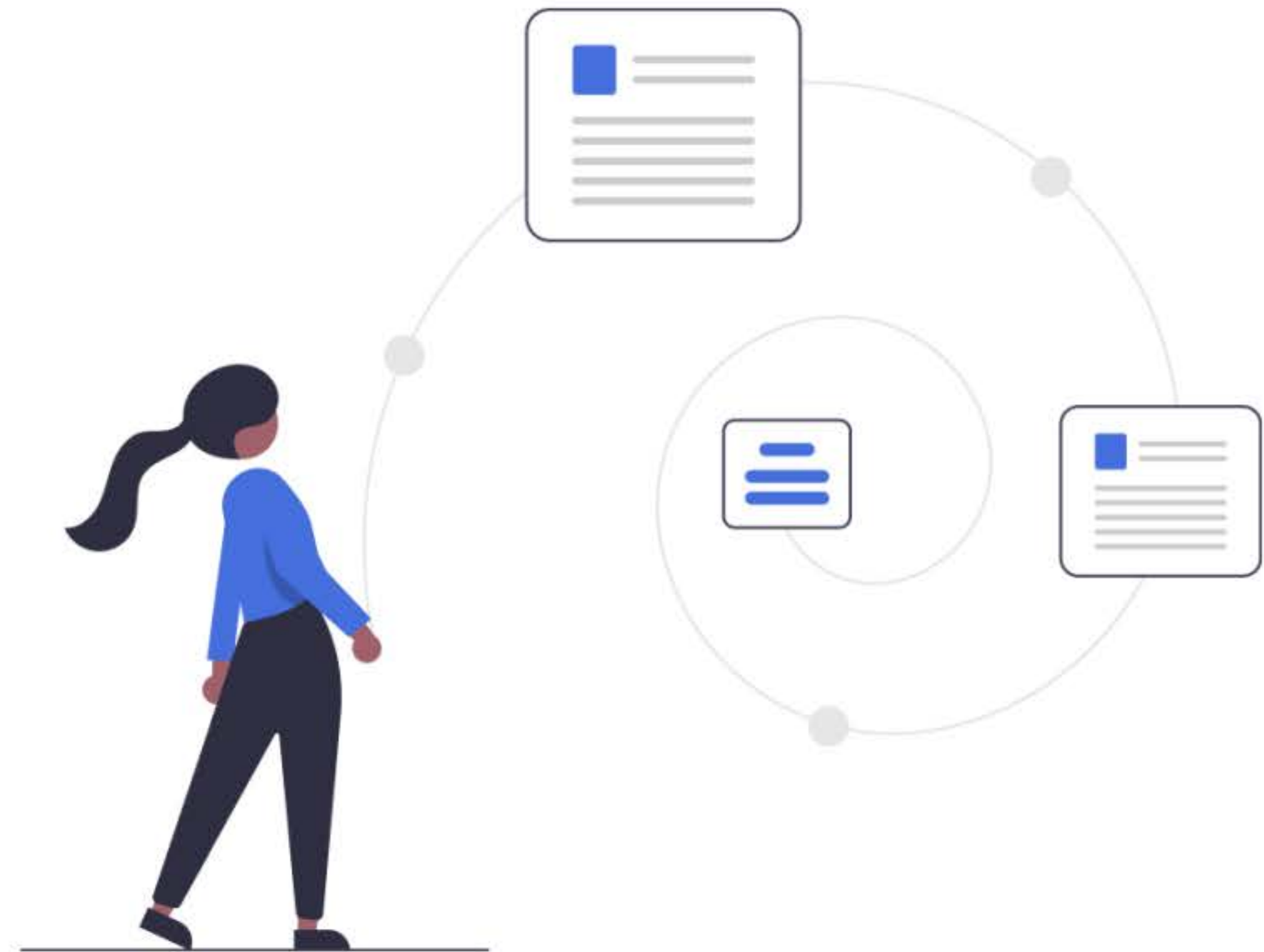
Mental and Physical Health



Mental and Physical Health

Main Takeaway

- The lack of physical activity has significant impact on academic performance
- Constraints on social gatherings and peer engagement have an impact on students



Secondary Research Results

What we learned

How many classes are going online/hybrid/in-person before and after covid at Emily Carr?

What contributes to a “good learning environment”?

What elements negatively directly/indirectly impact the online learning experience?



Primary Research

Next

How do Emily Carr students feel about the online learning experience?

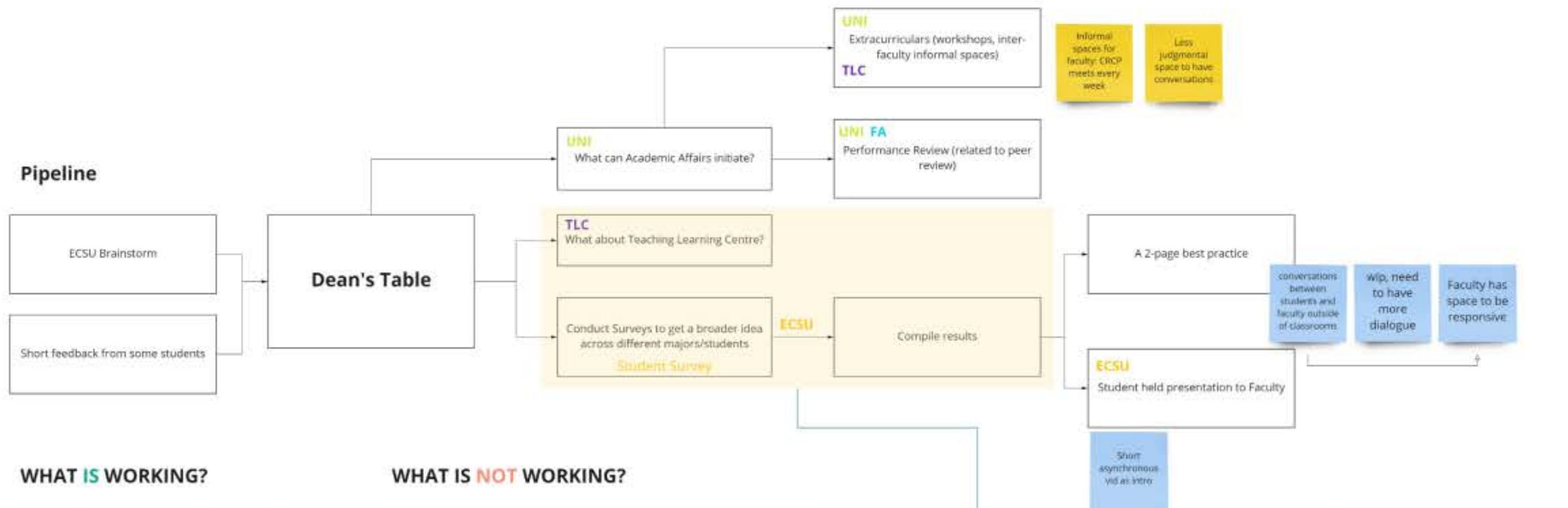
What kind of data will contribute to help improve online learning?

How can the university help?

PART 03

PRIMARY
RESEARCH

ADTTTUIDE

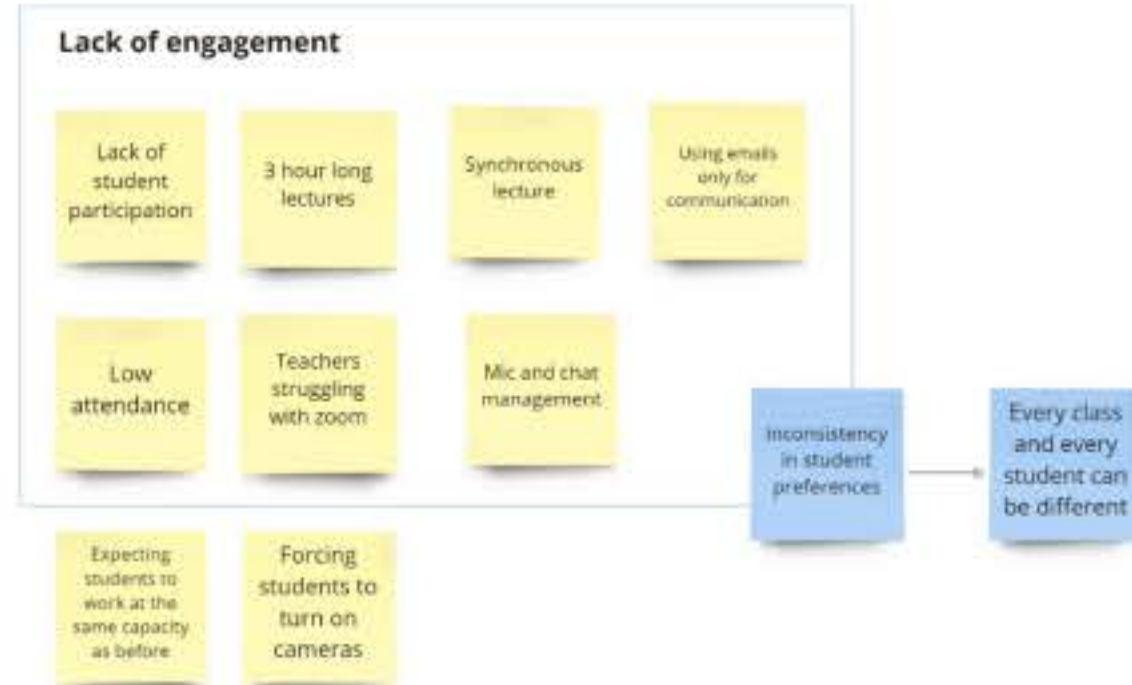


Primary Research Pipeline

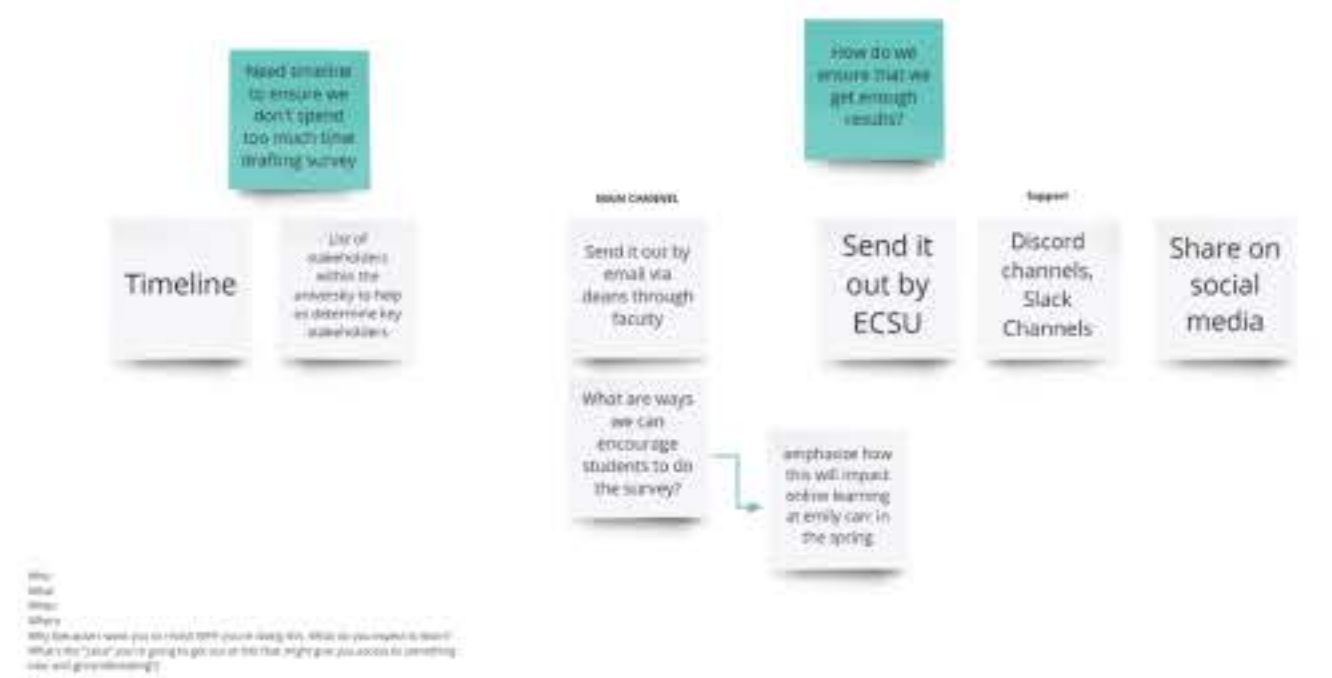
WHAT IS WORKING?



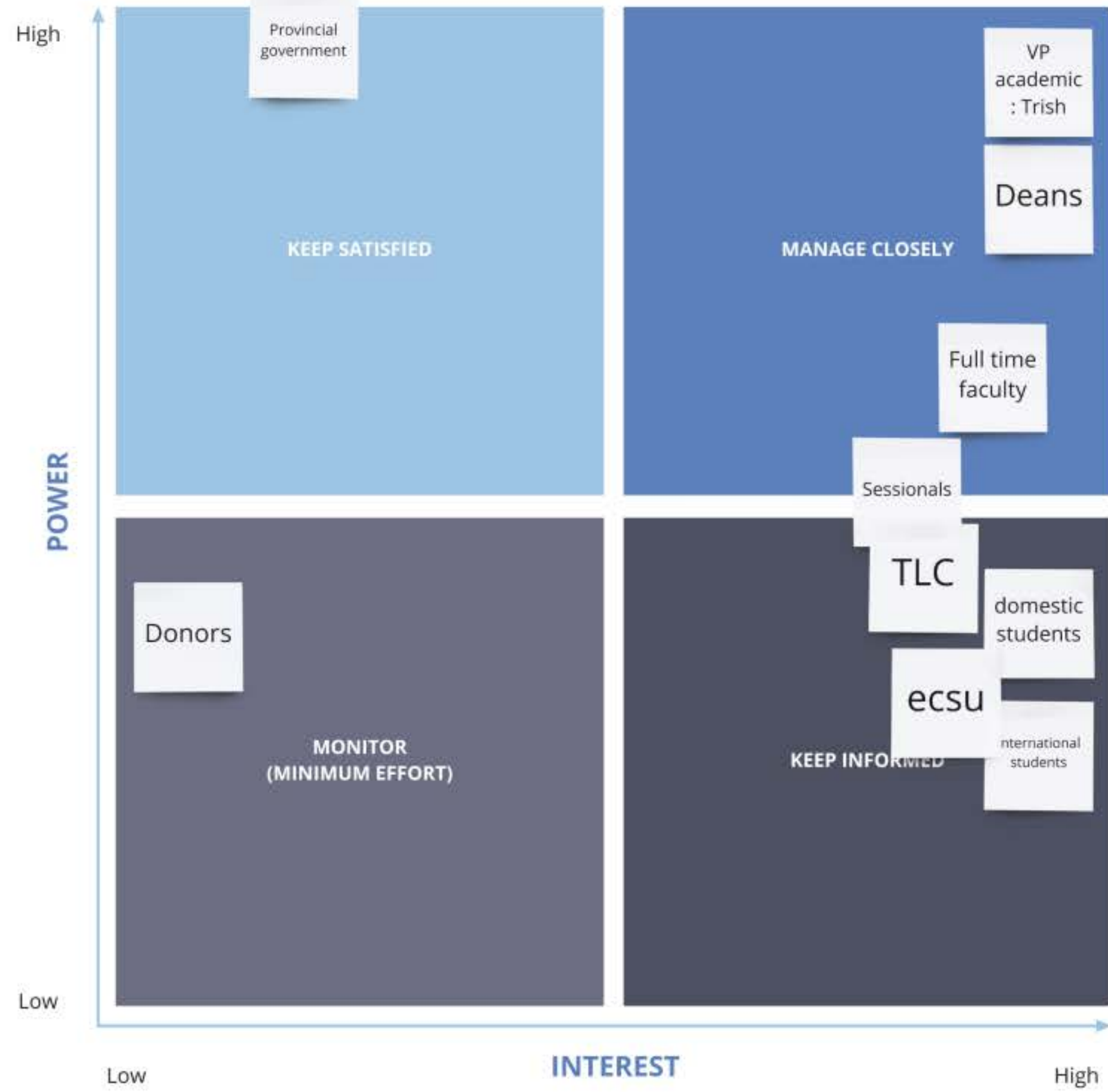
WHAT IS NOT WORKING?



1. Draft survey
2. Reach out to TLC
3. TLC interview
4. Go over draft survey with TLC, ECSU, Deans, VP Academic
5. Send survey out
6. Compile Results



ONLINE LEARNING AT EMILY CARR DURING A PANDEMIC



Primary Research Stakeholders Map

The stakeholders map help us analyze the important stakeholders to prioritize in reaching out to for interviews

BUILDING SURVEY

Teaching And Learning Center
Emily Carr Students' Union

SURVEY

Students

RESULTS

Deans
VP Academic
Faculty

Primary Research Plans

01 BUILDING SURVEY

Building survey **brainstorm** on Miro using sticky notes and mind maps



02 EXPERT INTERVIEWS

Meeting with key stakeholders to talk about their role as well getting feedback on miro using different coloured sticky notes

Teaching and Learning Centre

Email

ECSU

Meet to brainstorm together
Key - Cameron, Jake, Erick, Alia, Ceci, Lori(?)

Deans and Trish

Email
Dean's Table

03 SENDING OUT SURVEY

Main

Sending survey out via emails sent from university

Support

Spreading the word via Social media

04 COMPILE DATA

Compile data, and see what are the main parts we will focus on for delivery

05 BACK TO FACULTY

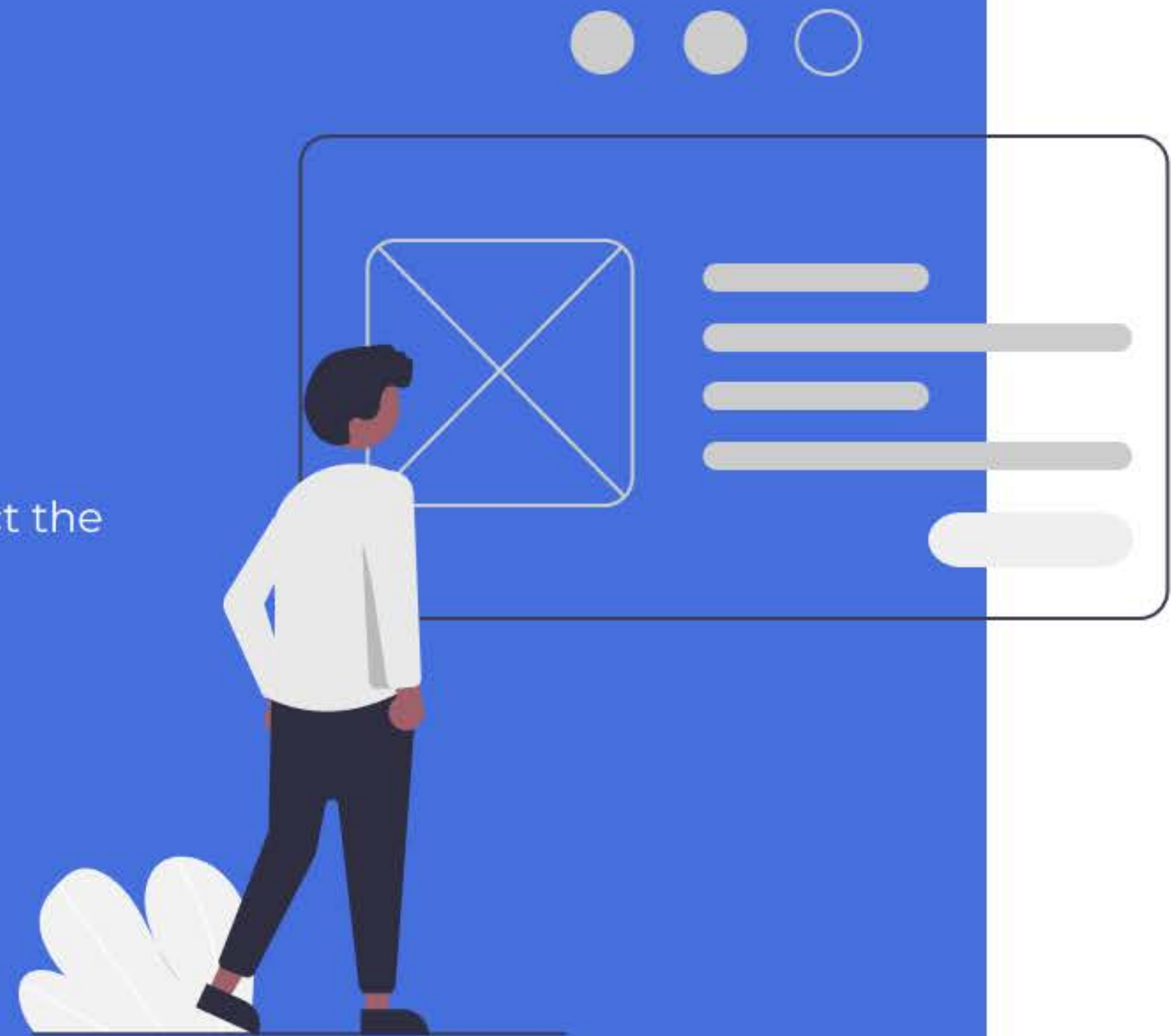
In future conversation with key stakeholders, we'll decide how we will present this feedback back to faculty in preparation for Spring semester



01 Building Survey: Goals

Verifying Hypotheses

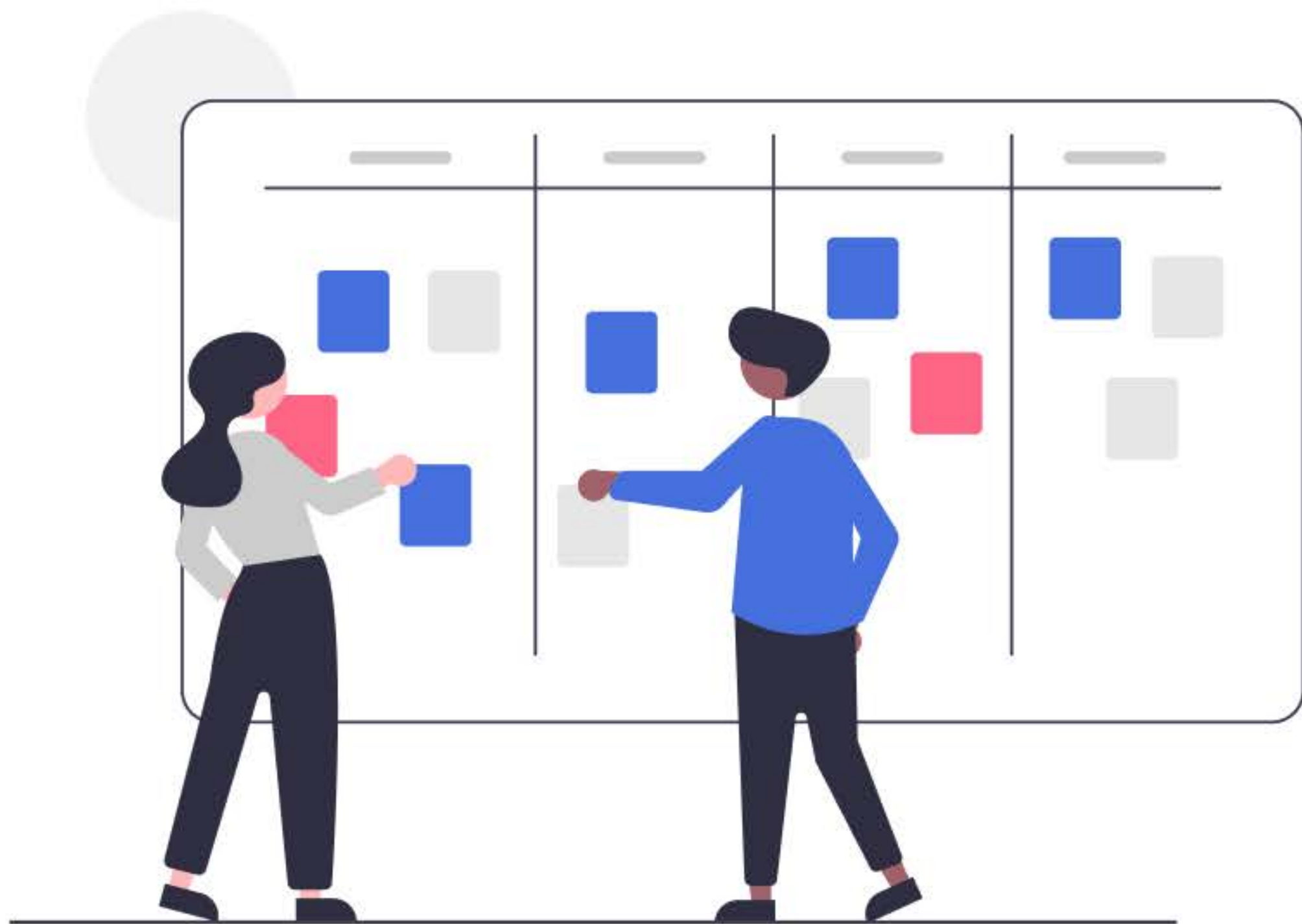
- “Students are struggling with online learning”
How do Emily Carr students feel about the online learning experience?
- “External elements contributing to stress also negatively impact the learning experience”
What are the elements that contribute to stress for students?



01 Building Survey

Draft 1 Overview

- 20~ minutes long
- 3 sections: Online learning experience, Physical + Mental Health, Community
- A lot of opportunities for written responses for students to share how they feel
 - “On a scale of 1-10, how would you rate the engagement level of online classes? ”
 - “Why?”
 - “How do you feel about your course load?”
- Focused on confirming hypotheses, such as
 - “How has online learning affected your mental health? What are the main stress factors for you?”
 - “How has the lack of social interaction affected you?”



02 Experts Review

Emily Carr Students' Union

- Showed the survey, and had discussions around survey questions
- Adjustments to give more clarity and context to the students
- How to move forward with results: Dean's Table

02 Experts Review

Teaching and Learning Center

- Sent agenda and survey prior to the meeting
- Survey feedback
 - Narrow the scope to concentrate on “Online Learning” specifically instead of mental/physical health and community building
 - Concentrate on actional items
- Faculty and student painpoints (confirms hypotheses)

AGENDA

TLC and research students Meeting

Thursday, November 12th, 2020 — 10:00 - 11:00 am

1. INTRODUCTIONS

- Students
- TLC

2. PROJECT OVERVIEW

- Design Research project -

*How might the university improve the **online learning experience** of Emily Carr students during the pandemic?*

- Process pipeline overview - where we're at: [Image link](#)



- Next steps after survey

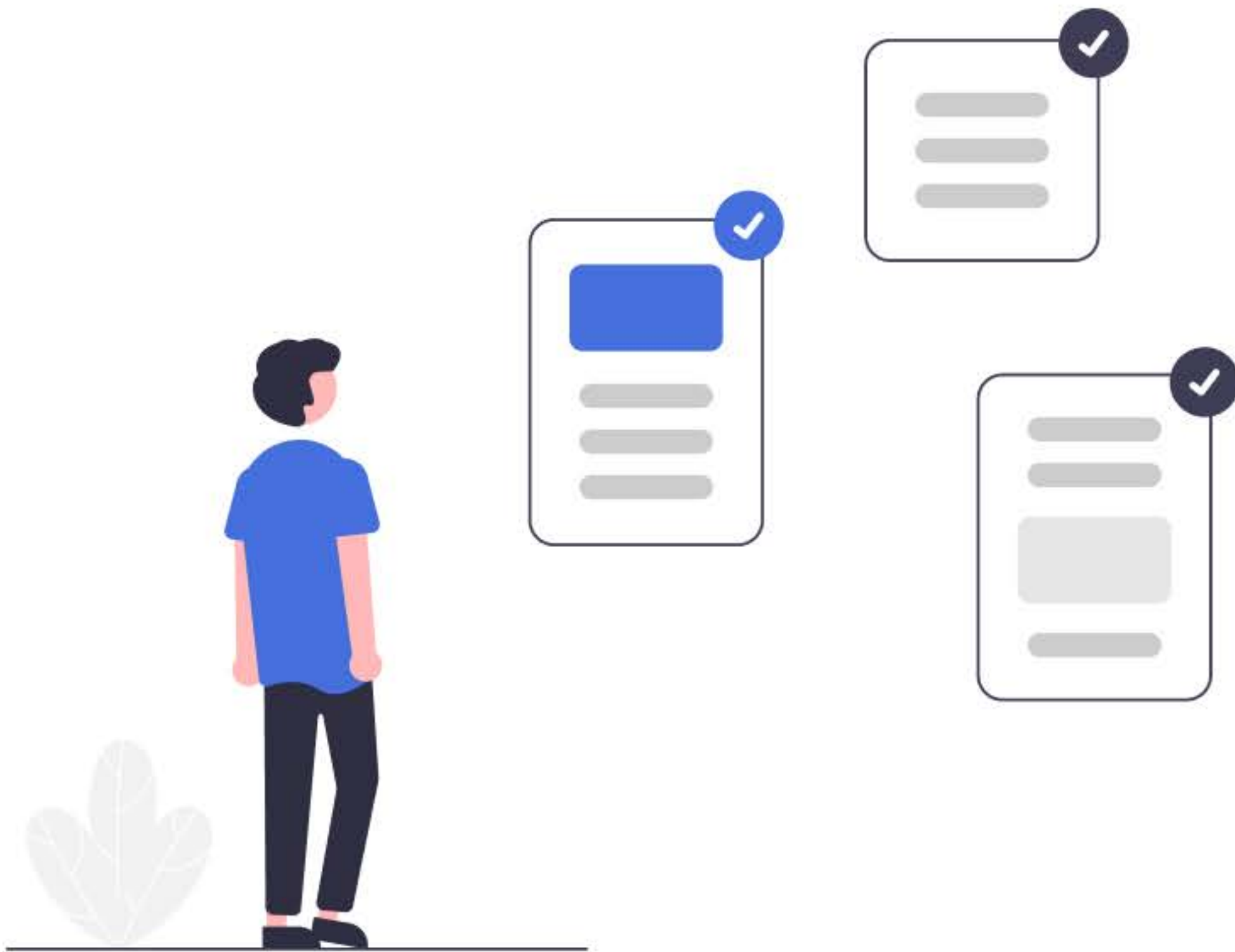
- Compile results
- Present data to different stakeholders

3. SURVEY

- Feedback on survey and questions
- Distribution of survey

4. QUESTIONS FOR TLC

- In your experience, what are the-
 - Key student pain points
 - Key faculty pain points
 - Key to improve students' experience?
- What efforts are faculty and TLC putting in currently?
- How often do faculty participate in workshops or lectures?
- Potential alternatives of next steps in proposal



02 Building Survey: Draft 2

Edits - Actional Items

- What information would help the faculty understand what students need?
- What are some actionable items that the university can act on?
- How are the students feeling about online learning? What is difficult or helpful?
- What are some tools or exercises that are helpful for students?



03 Reaching out

Sending out our survey

- REB Approval
- Distribute through Student Communication channels (discord/slack) and social media
- Students' Union email

P A R T 0 4

**SYNTHESIZE
RESULTS**

ADT FOU

SURVEY

- 01 Basic Information
- 02 Online Learning Experience
- 03 Community Building
- 04 Concluding Thoughts



01

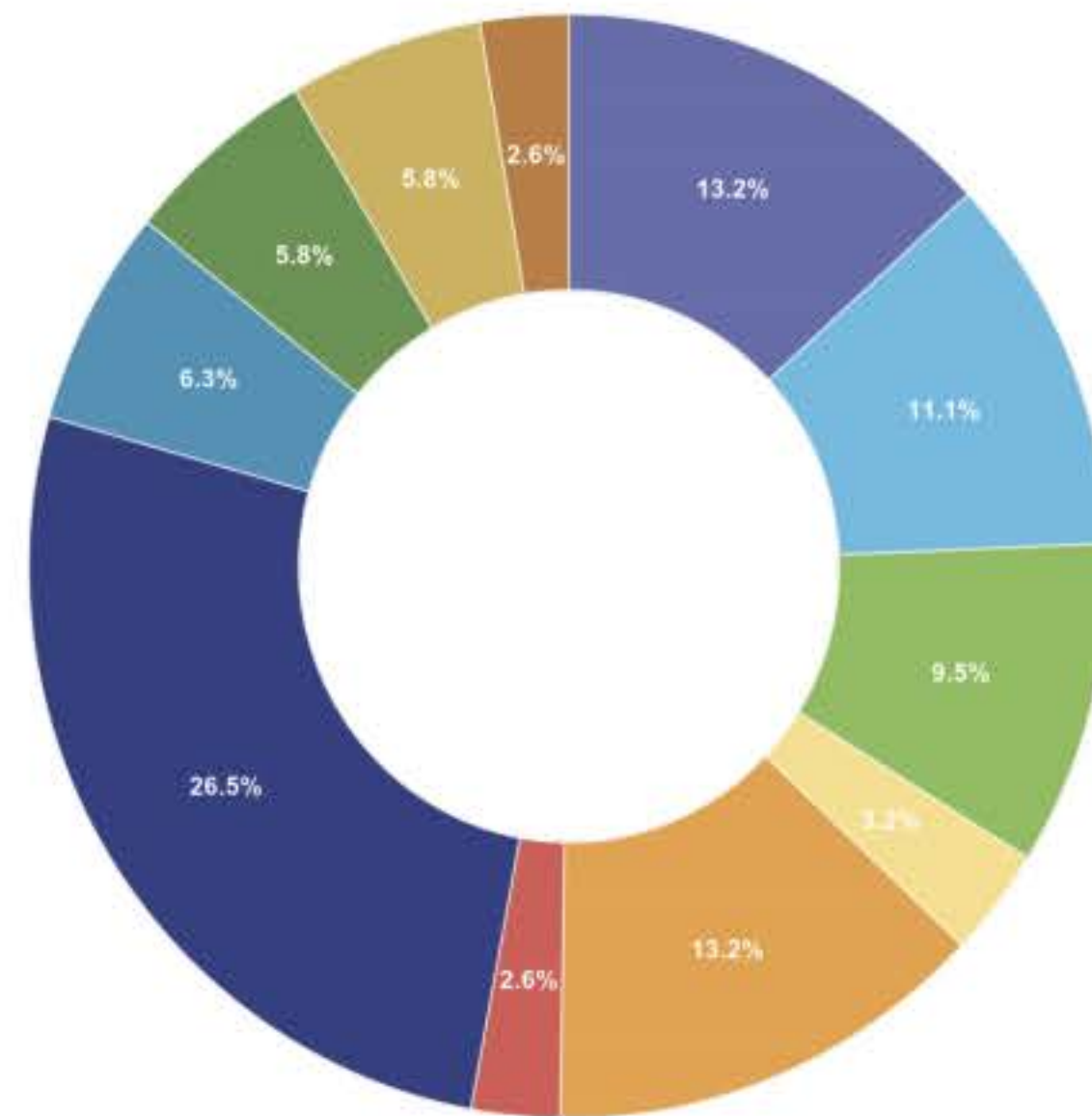
Basic Information

189

students completed our survey

Students from different majors

Q1 Please select your major of study.*



Answered: 189 Unanswered: 0

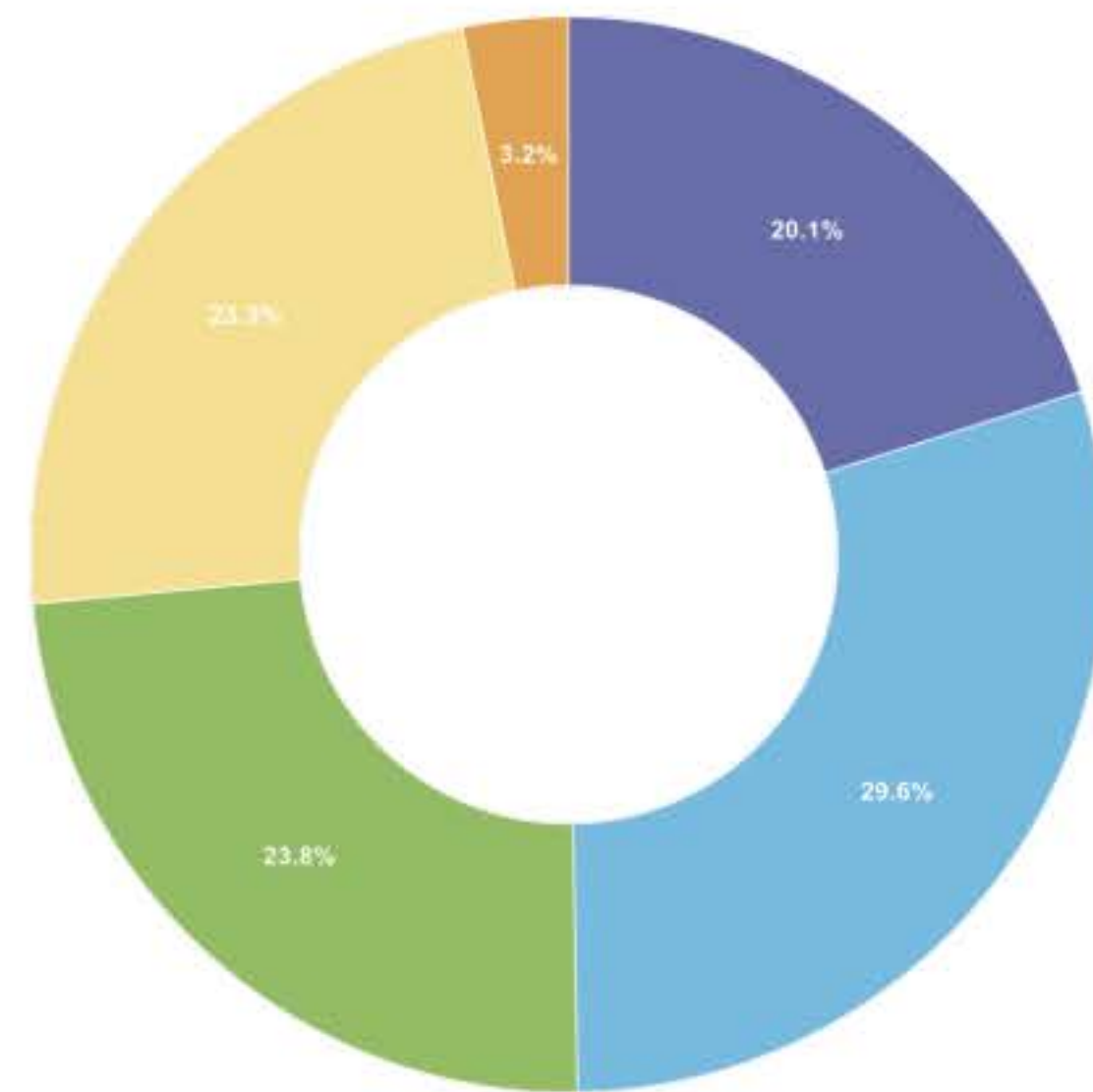
Choice	Total
Faculty of Design - Communication Design	25
Faculty of Design - Interaction Design	21
Faculty of Design - Industrial Design	18
Faculty of Fine Arts - Critical & Cultural Practices	6
Faculty of Fine Arts - Illustration	25
Faculty of Fine Arts - Photography	5
Faculty of Fine Arts - Visual Arts	50
Faculty of Media Arts - 2D & Experimental Animation	12
Faculty of Media Arts - 3D Computer Animation	11
Faculty of Media Arts - Film + Screen Arts	11
Faculty of Media Arts - New Media + Sound Arts	5

01

Basic Information

Different years...

Q2 Please select your year of study.*



Answered: 189 Unanswered: 0

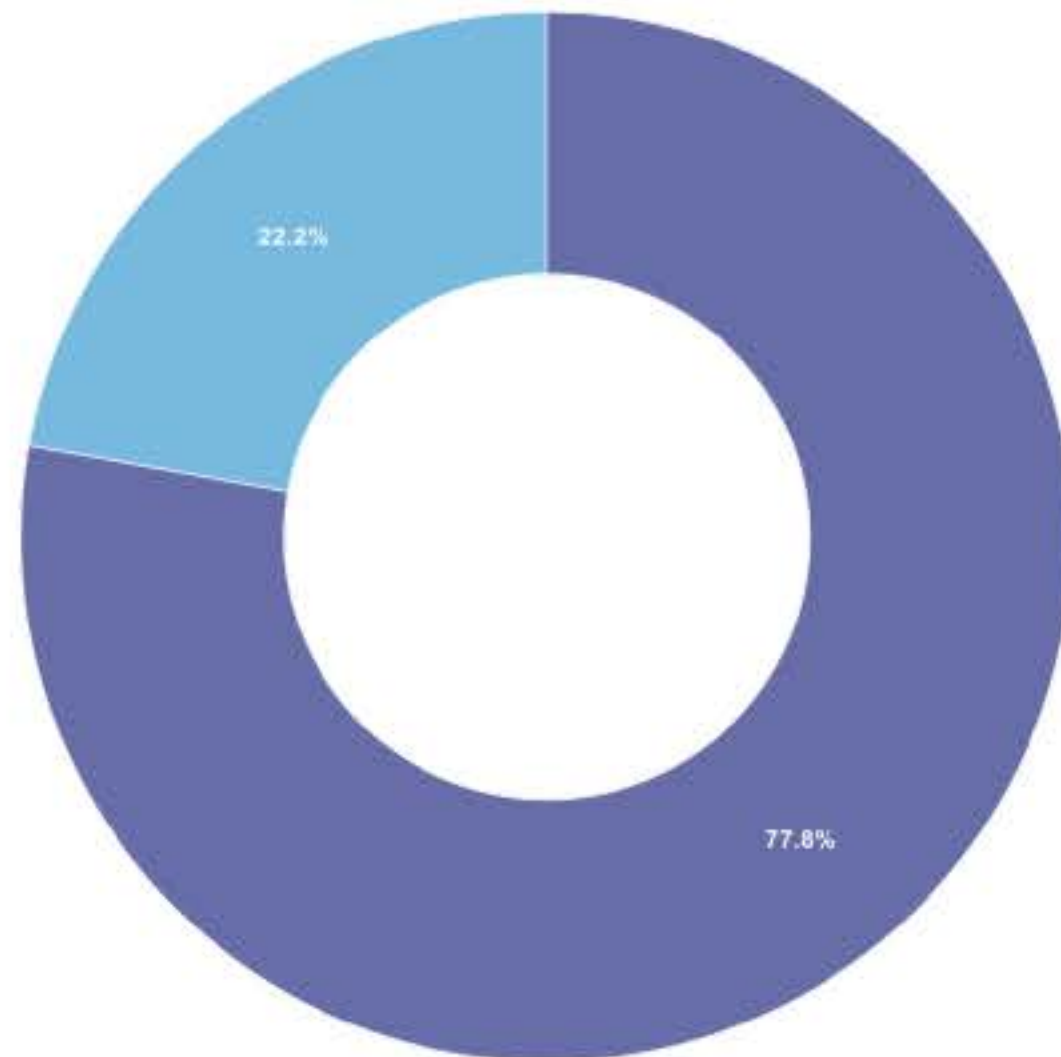
Choice	Total
Foundation Year	38
2nd Year	56
3rd Year	45
4th Year	44
Other	6

01

Basic Information

Including both Domestic and International students

Q3 Are you a domestic or international student?*



Answered: 189 Unanswered: 0

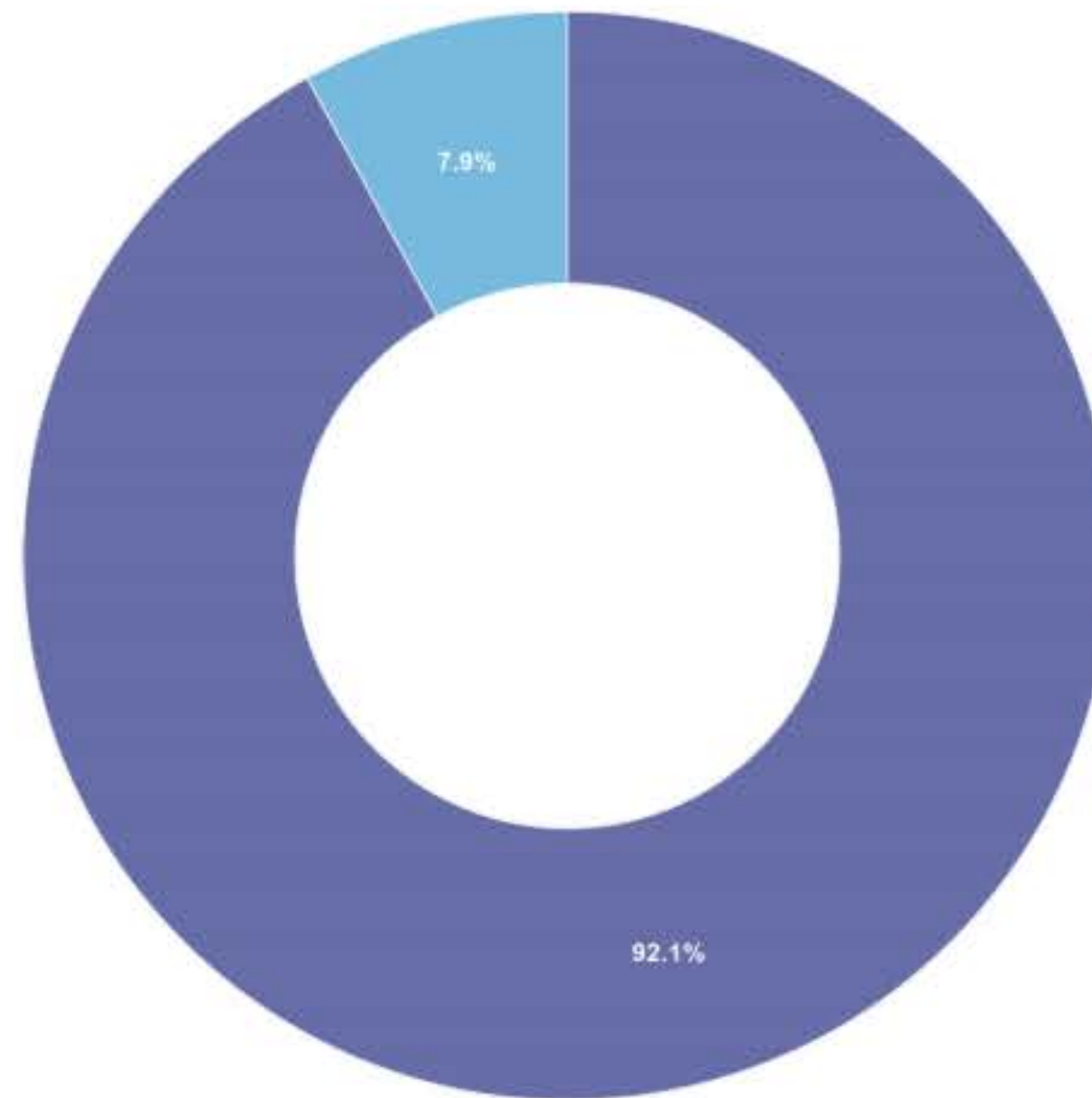
Choice	Total
Domestic	147
International	42

01

Basic Information

as well as both full-time and part-time students

Q4 Are you a full time or part time student?*



Answered: 189 Unanswered: 0

Choice	Total
Full time	174
Part time	15

Quantitative Data

Numbers that proves
our hypotheses right
or wrong

VS

Qualitative Data

Feedback and
Actionable items

02

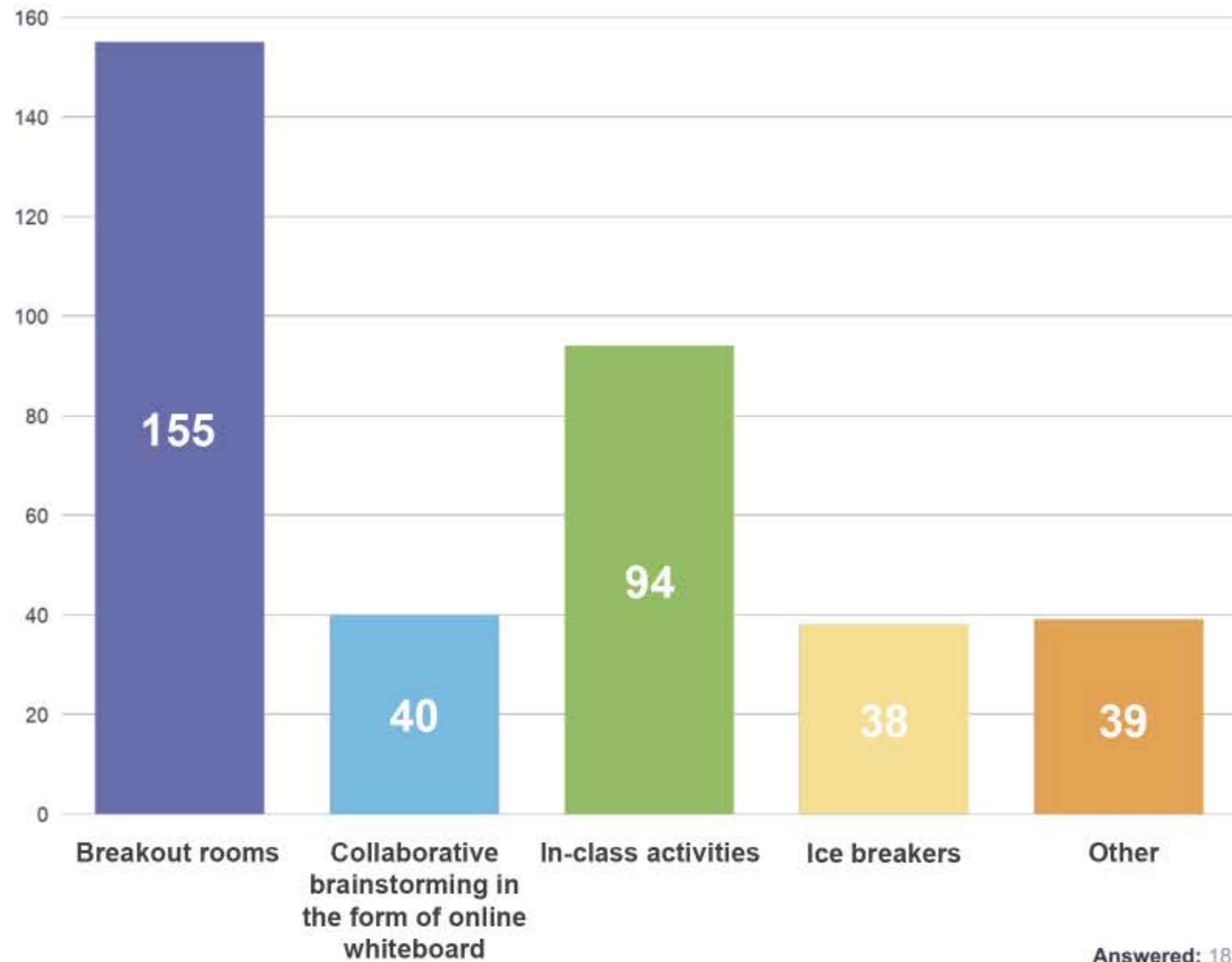
Online Learning

Q5 What kind of activities do instructors have in place that help increase your engagement level?

Proves our hypothesis: Quantitative Data

“What kind of activities do instructors have in place that help increase your engagement level?”

We assumed that students preferred breakout rooms and opportunities to engage with their instructor and classmates.



Answered: 188 Unanswered: 1

02

Online Learning

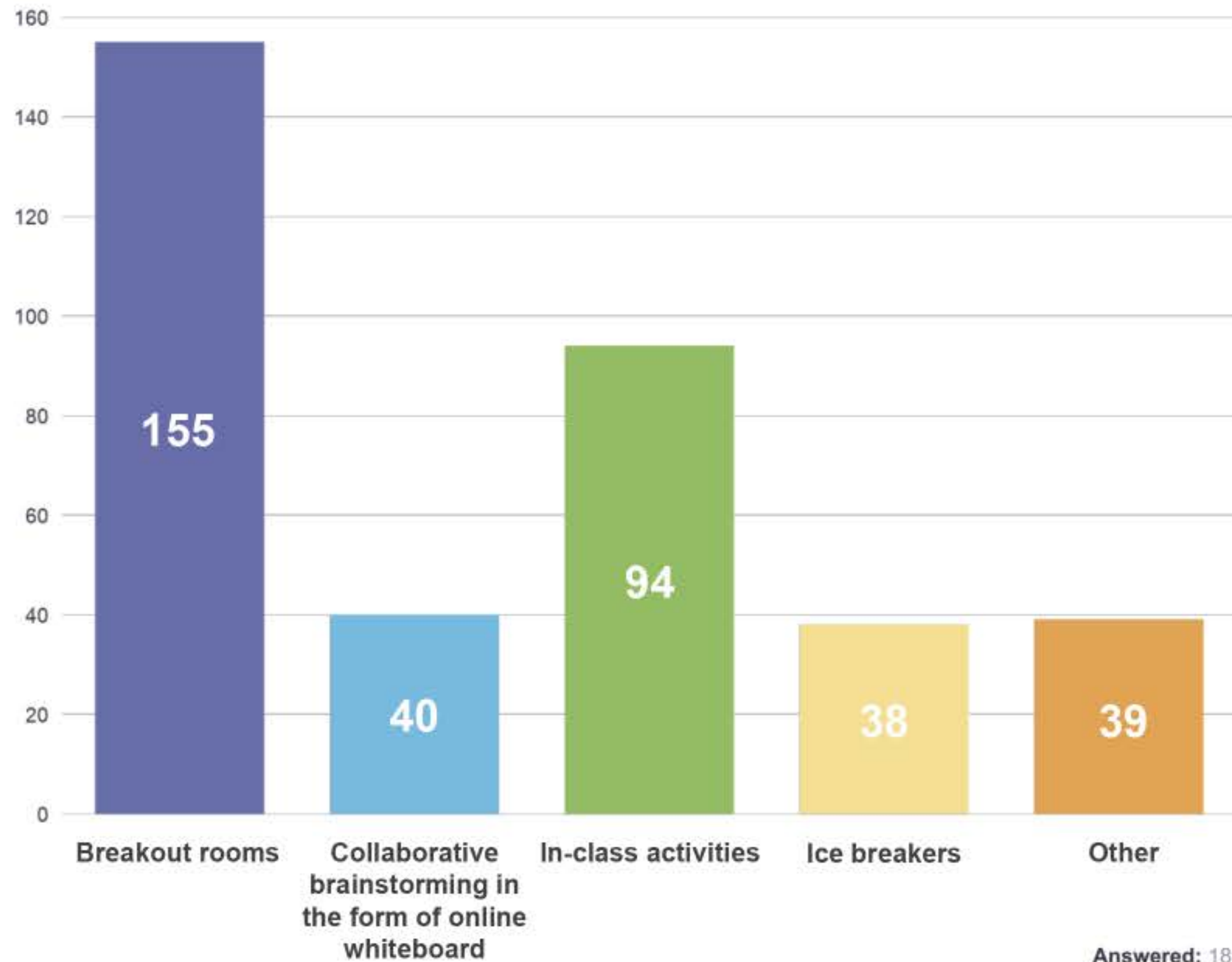
Q5 What kind of activities do instructors have in place that help increase your engagement level?

Data: Qualitative Data

Key points from 'other' option :

Some students have stated they have not experienced any of the following activities.

Other activities mentioned included forum engagement, class guideline creation and collaborative work.



Answered: 188 Unanswered: 1

02

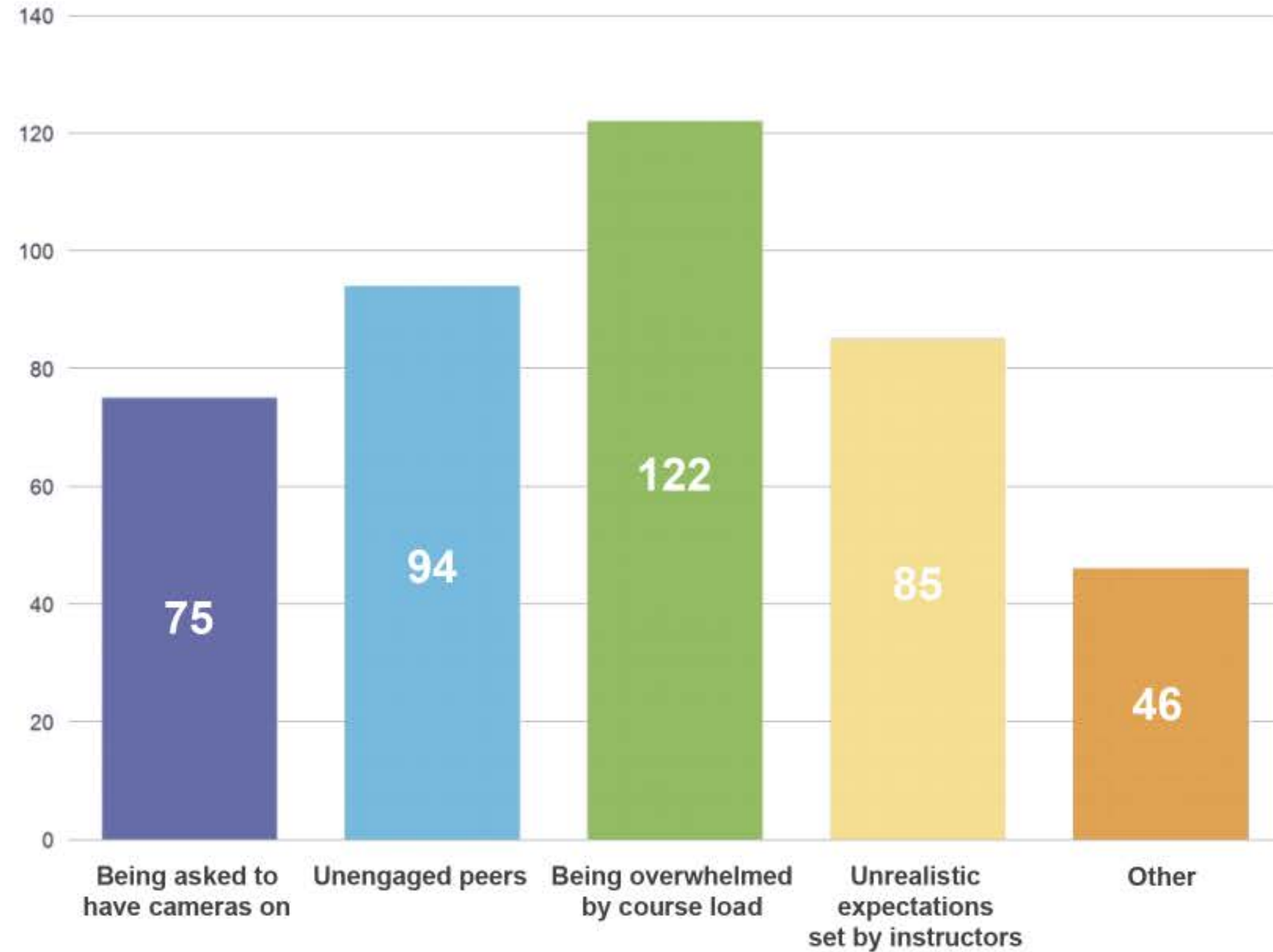
Online Learning

Proves our hypothesis: Quantitative Data

“What kind of things induce anxiety in synchronous online classrooms?”

Through this question we wanted to highlight what induce/increase anxiety in online learning on the side of the students.

Q6 What kind of things induce anxiety in synchronous online classrooms? (synchronous learning meaning in real-time ie. zoom or bluejean calls)



Answered: 187 Unanswered: 2

02

Online Learning

Data: Qualitative Data

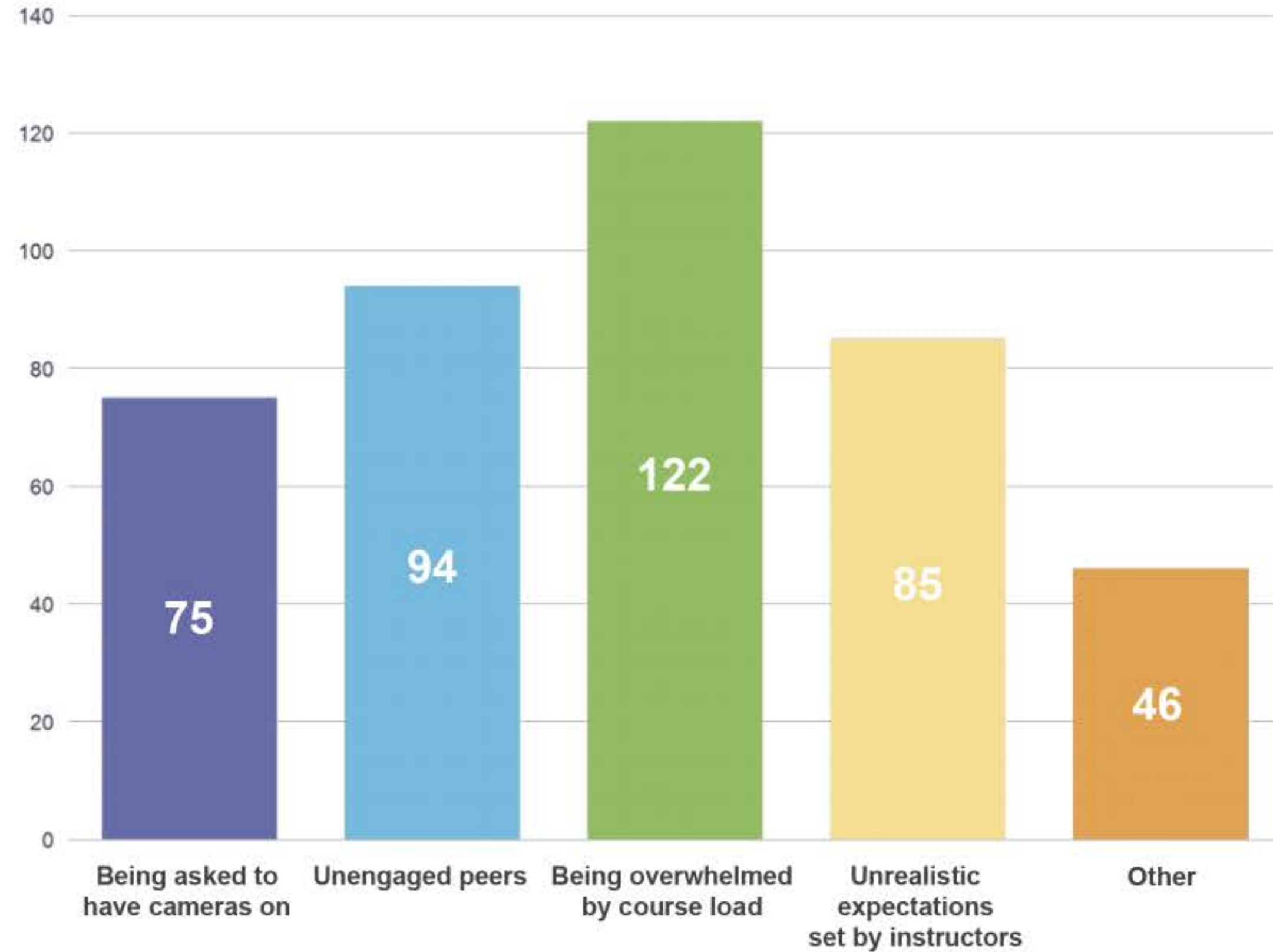
Key points from 'other' option :

Many students find the classes to be overwhelmingly long and there is a great pressure to participate verbally, rather than in written format and hence some have been called out for not speaking.

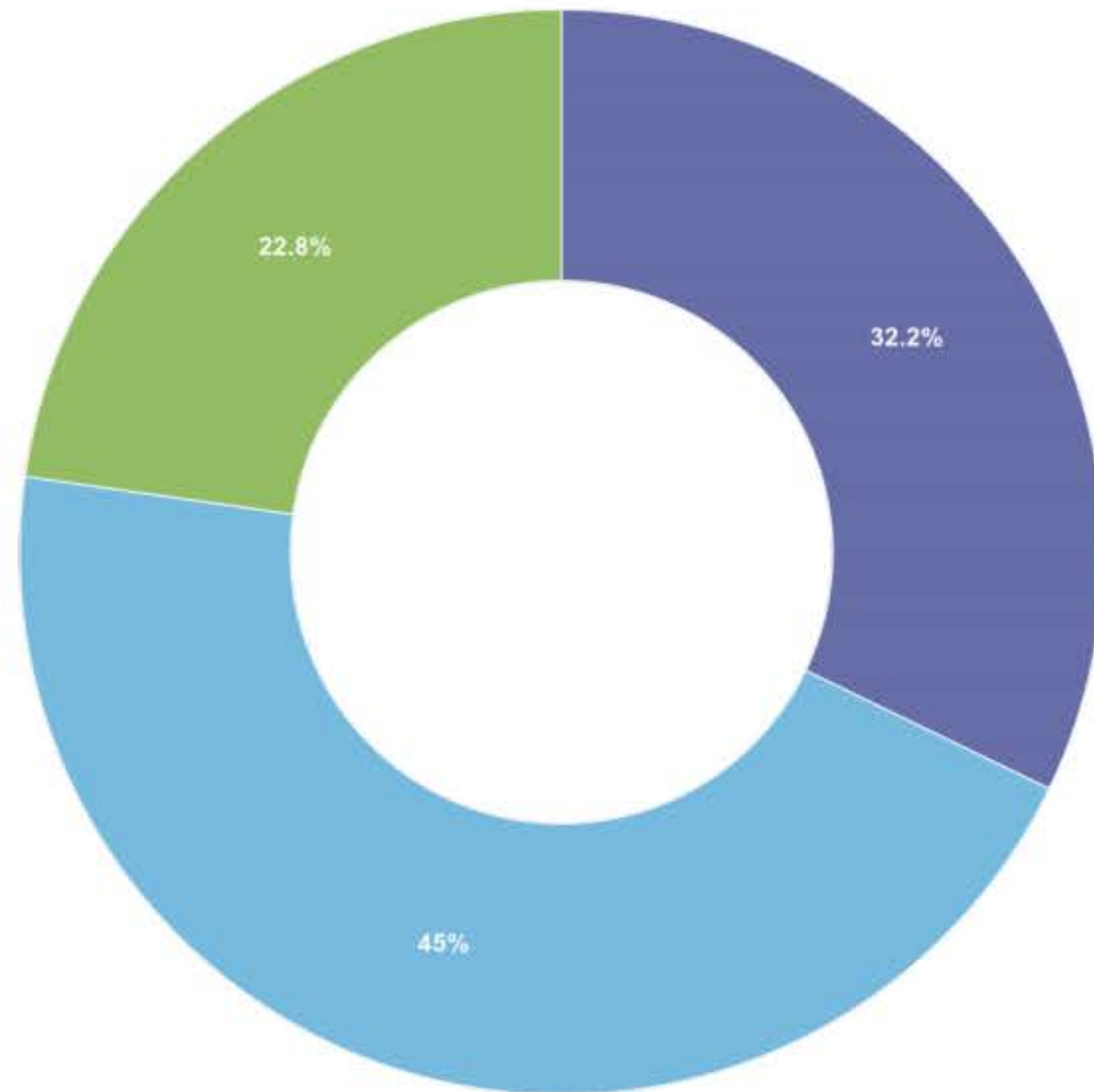
Many cite a lack of clarity in class schedule and having a disorganized class environment, this in turn has affected their ability to understand the material and to do assignments as given.

Lack of communication between students and instructors makes it difficult for students to seek support or aid when needed, many have mentioned the lack in response to emails.

Q6 What kind of things induce anxiety in synchronous online classrooms? (synchronous learning meaning in real-time ie. zoom or bluejean calls)



Answered: 187 Unanswered: 2



Proves our hypothesis: Quantitative Data

“Do you prefer asynchronous or synchronous feedback sessions? Why?”

Answered: 189 Unanswered: 0

Choice	Total
Asynchronous sessions	65
Synchronous sessions	91
Indifferent	46

Actionable items: Qualitative Data

“Do you prefer asynchronous or synchronous feedback sessions? Why?”

Asynchronous

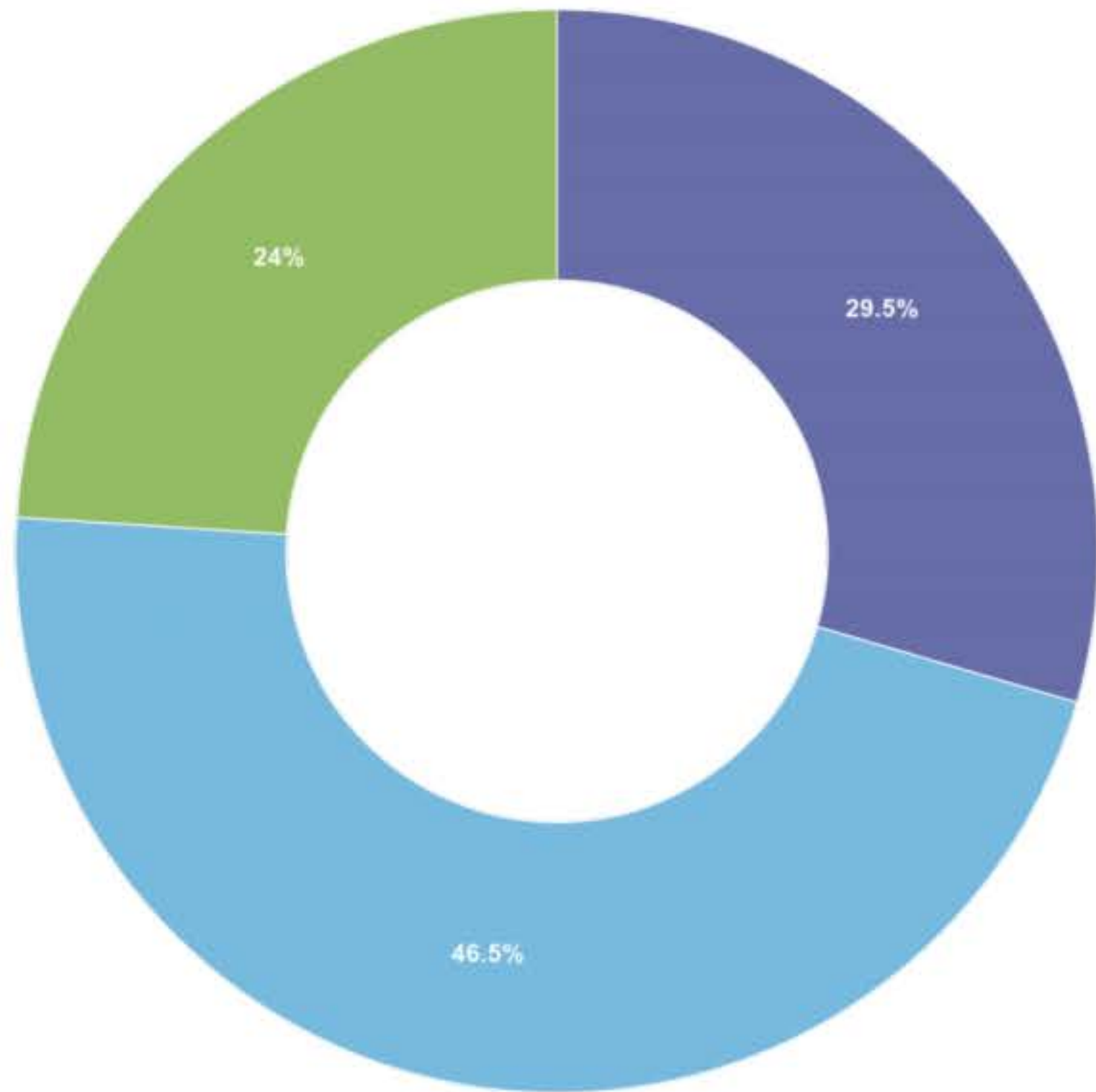
- Provided more ability to go back and reflect on the given feedback, statements may be more reflective and there is more time to think and understand the information.
- Synchronous can cause a lot of anxiety as many times it is mainly the instructor speaking, it is significantly harder to speak up in an online environment.

Possible Solutions

Depending on the context, many students feel that different kinds of feedback sessions may benefit certain assignments. Some suggestions are to use synchronous feedback for main projects and asynchronous for minor assignments.

Synchronous

- Allows for immediate feedback and the ability to ask questions, it is the closest version to an in person critique
- Asynchronous feels a lot less personal and more distant, it may also take longer to get feedback from an instructor or peers.



Proves our hypothesis: Quantitative Data

“Do you prefer asynchronous or synchronous lectures?”

Answered: 189 Unanswered: 0

Choice	Total
Asynchronous lectures	59
Synchronous lectures	93
Indifferent	48

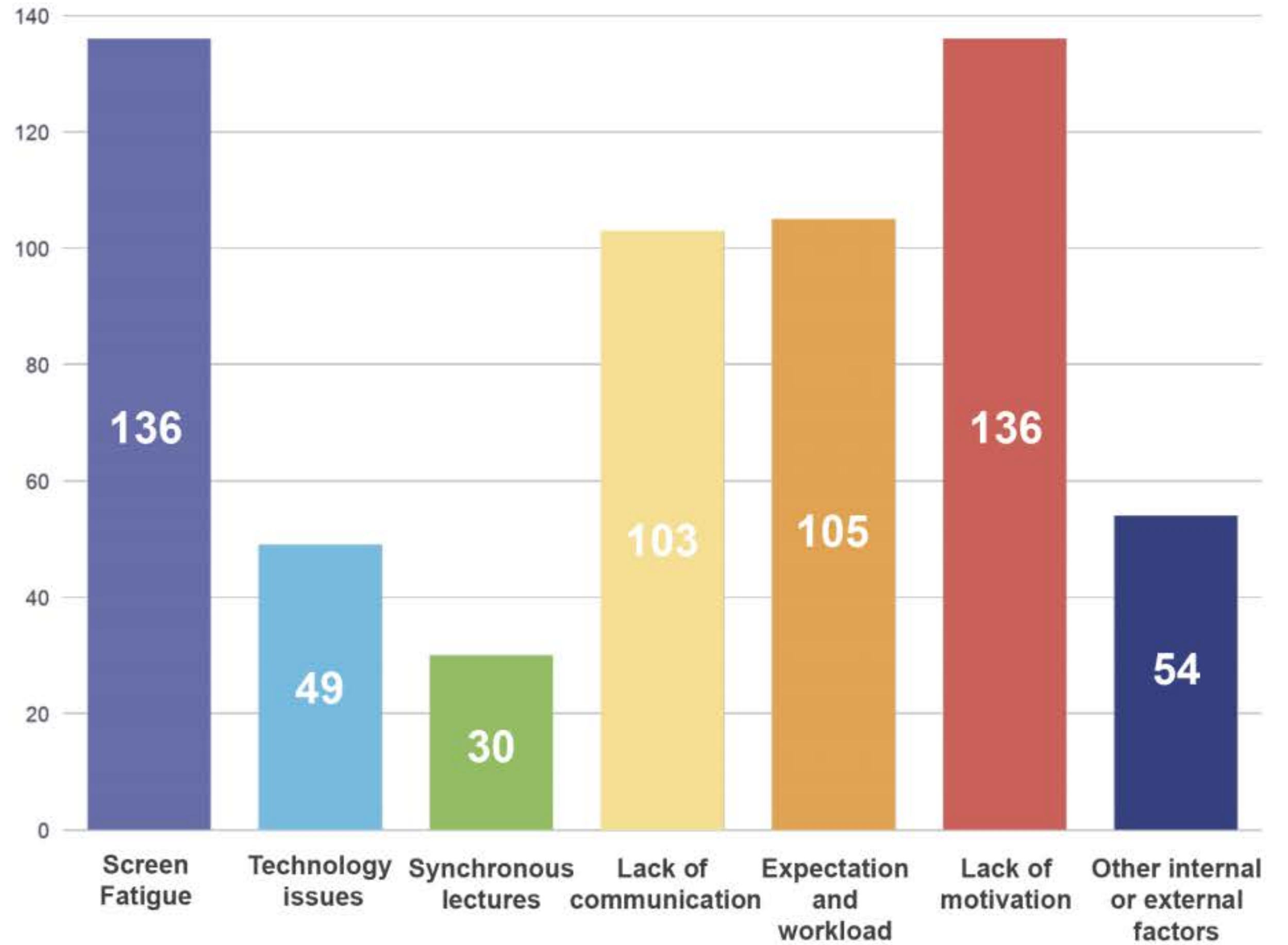
02

Online Learning

Proves our hypothesis: Quantitative Data

“What’s the hardest part of online learning for you?”

Through “Other internal or external factors” we gave students the opportunity to expand on what else affects their learning experience both internally and externally.



03

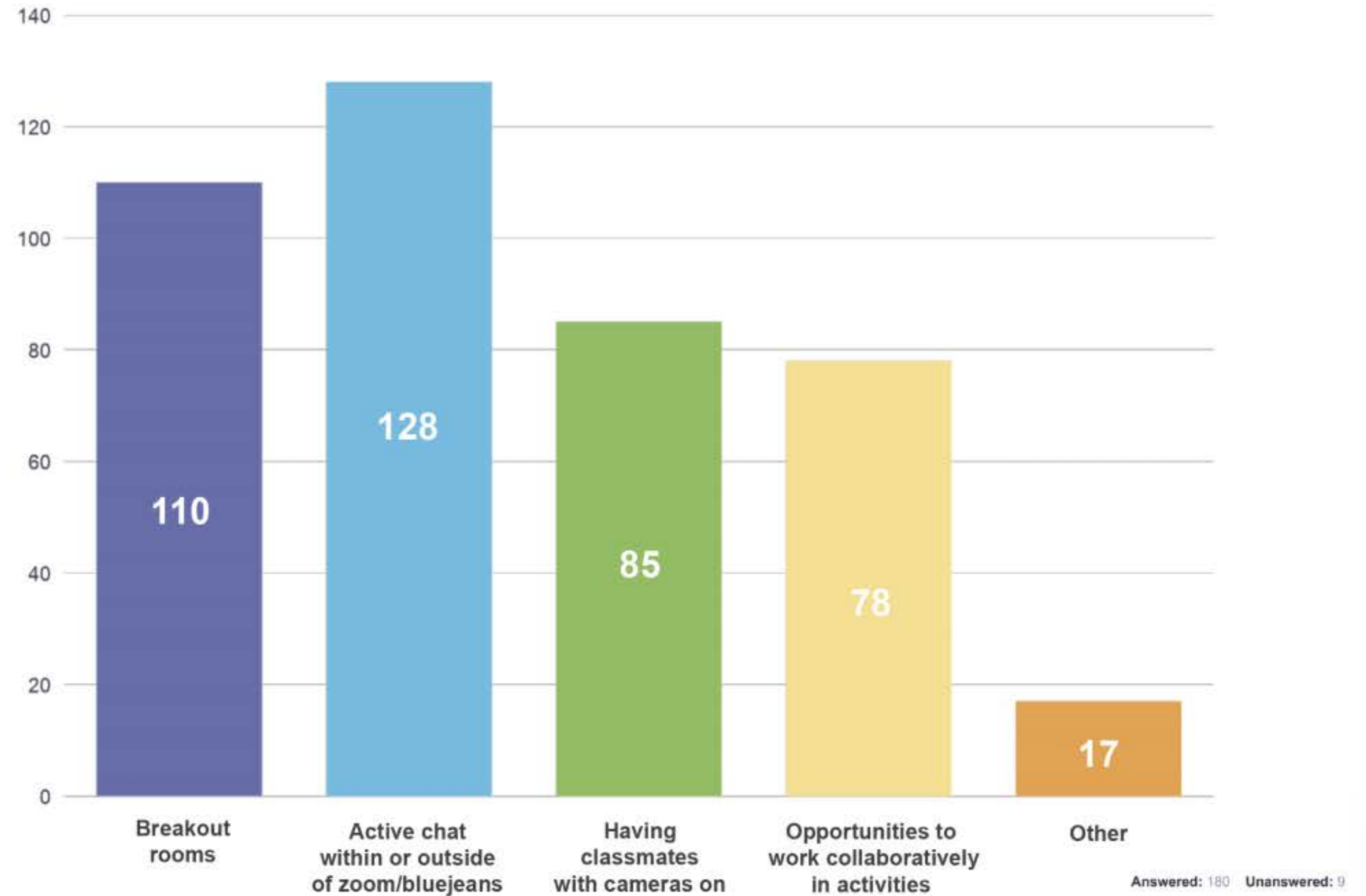
Community Building

Q19 What are ways that help with keeping up engagement with your peers in class?

Proves our hypothesis: Quantitative Data

“What are ways that help with keeping up engagement with your peers in class?”

We recognized that students can also help increase engagement in the class through active chat and having their cameras on.



04

Concluding Thoughts

Proves our hypothesis: Quantitative Data

On a scale of 1-10 (1 being the worst), how would you rate your overall online learning experience?



Feedback from Students



Tuesday, December 1, 2020, 2:08 AM UTC

I think shorter class time would be better for a lot of students since it's easy to get tired looking at the screen, so maybe more short breaks in-between or a mix of asynchronous and synchronous class (lecture/feedback). Or more option to choose from for each term (asynchronous/synchronous only, mix of both, mix of asynchronous/synchronous with in person...).

Q25 Any last thoughts or general feedback you would like to give?

There seems to be no connection with the university. Feel ver distant

Monday, November 30, 2020, 10:31 PM UTC

I think studio teachers need to be more thoughtful of what to expect in physical creations for the current situation that we're facing. High risk students will not be able or willing to potentially infect themselves for class. It's not going to be normal again so expectations need to be changed. Also, the academic classes need to take into account that physical media is harder to get a hold of when libraries are closed to the public. It's been frustrating for everyone and we need to all change our expectations on outcome.

Q25 Any last thoughts or general feedback you would like to give?

One thing I've found that is Extremely Difficult to navigate is courses that have multiple instructors sort of? For example, my AHIS class has 2 different moodles, one for the course and one for the section that I'm in, and it becomes extremely mentally taxing when those two moodles don't match up or don't have all of the same information. I get really easily overwhelmed by it with my ADHD. Maybe its a matter of communication between the instructors? I'm not sure.

Feedback from Students



Q25 Any last thoughts or general feedback you would like to give?

i think at least for industrial design we really need more access to shops and tools

Q25 Any last thoughts or general feedback you would like to give?

I wish instructors were more understanding regarding time zones and internet issues. I am 13.5 hours ahead of Vancouver and face very frequent power outages. Sometimes it is beyond my control to keep my camera on, or submit everything exactly on time.

Q25 Any last thoughts or general feedback you would like to give?

My studio classes have been wonderful, it's the critical studies that are awful

Q25 Any last thoughts or general feedback you would like to give?

thanks for doing this :) I'm excited to see how things may change

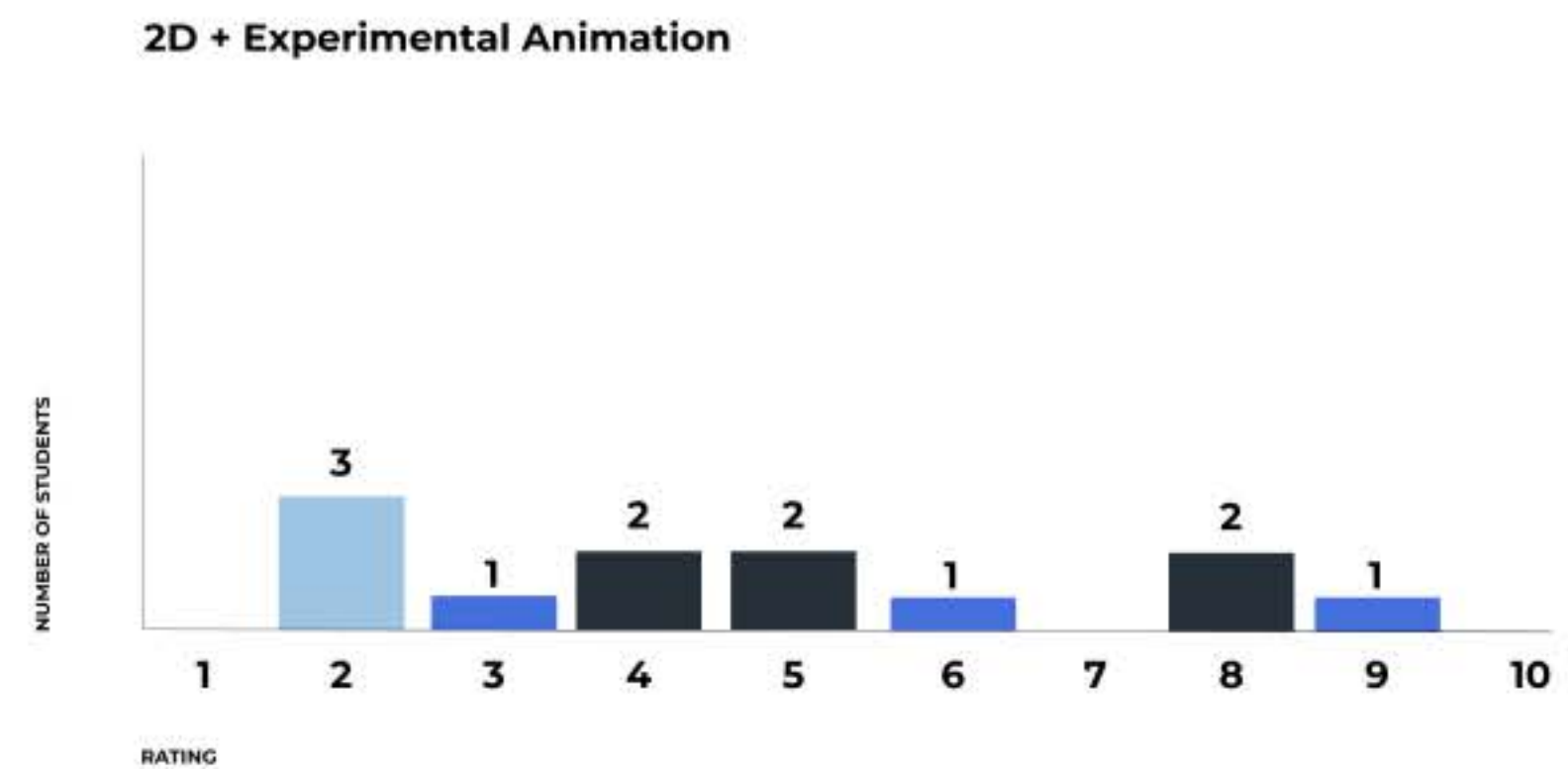
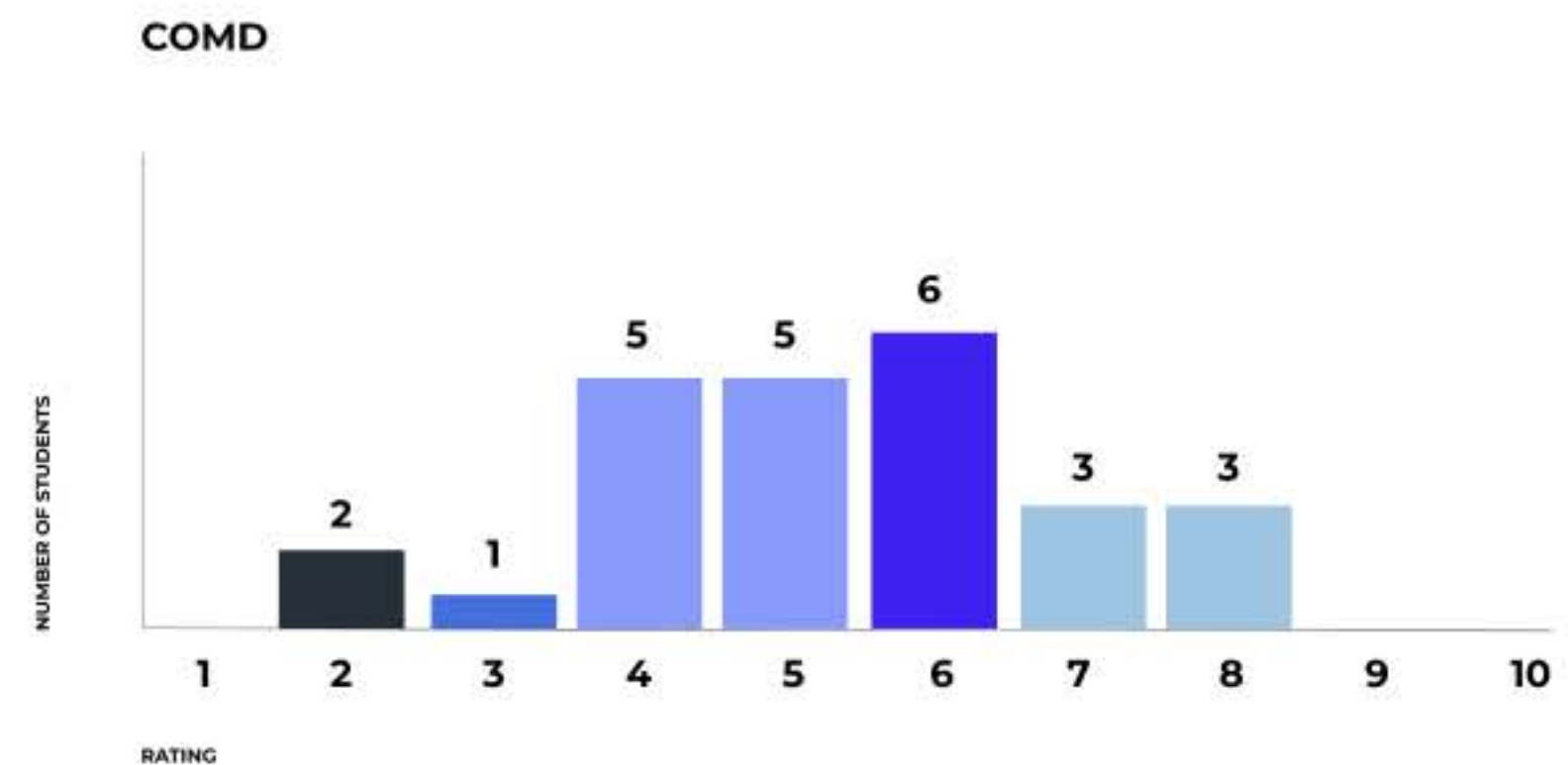
Q25 Any last thoughts or general feedback you would like to give?

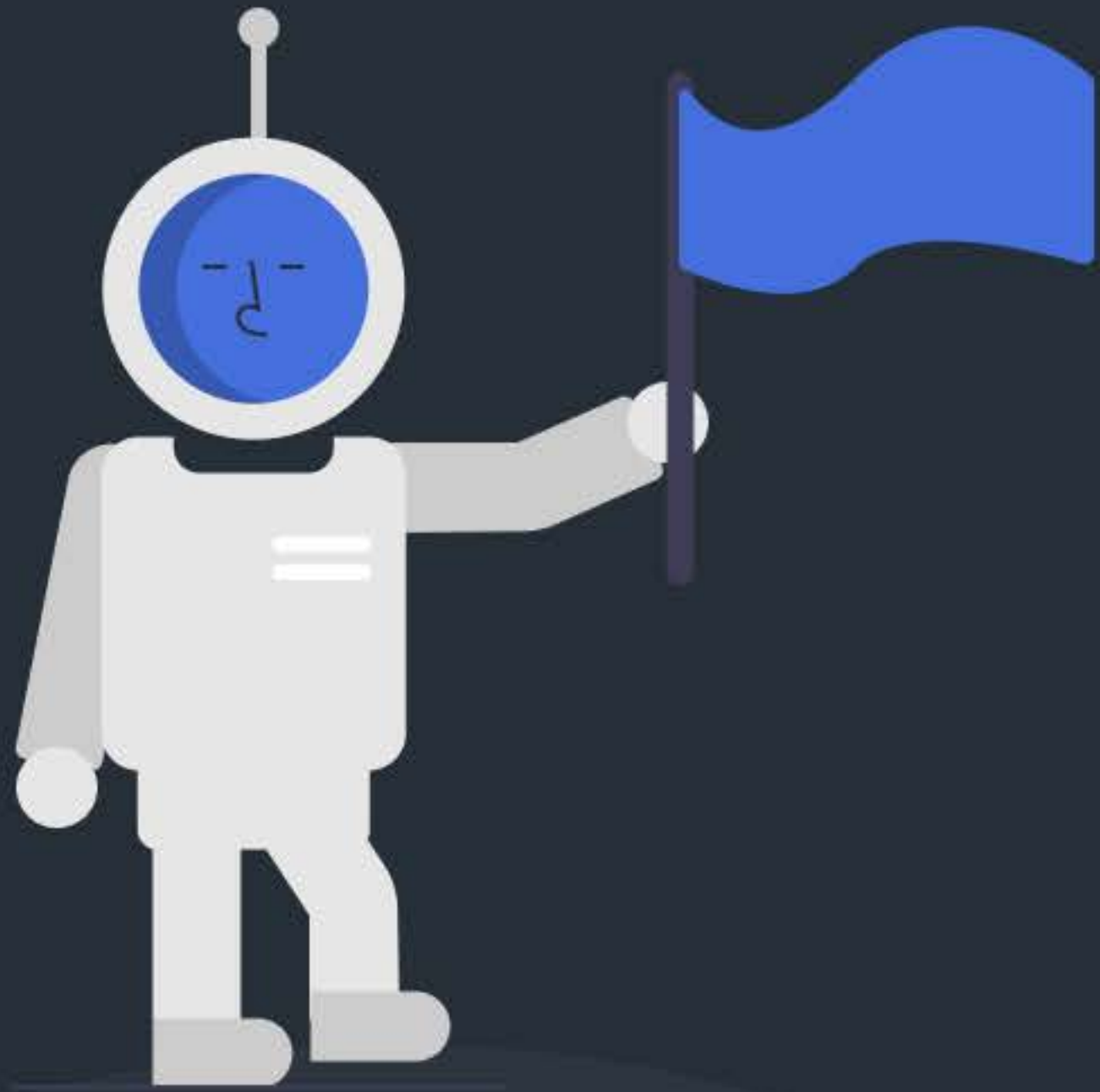
I think the courses have been awesome and I am really impressed with the quality of curriculum that has been delivered. I am really struggling with the reduction to screen based interaction design as we dont really have access to the technologies we did before

Synthesizing Data

Sorting data by major

- Experiences in different majors can be very different
- Type of tools and methods of teaching and learning determines the experience
- Feedback going back to different faculties





Next

Moving forward...

Primary Research pt02

- Meet with other stakeholders within the university
- Discussions about opportunities/solutions
- Identify how each stakeholder within the university can work on improving the students experience together

PHASE 02

Stakeholders

ECSU

Deans

TLC

Senate

Faculty

Students

Present

1. Talk about secondary and primary research
2. Show survey results and findings
3. Discussion on moving forward
4. Design a solution

CITATIONS

Research

"Inside Higher Ed." Most Teaching Is Going Remote. Will That Help or Hurt Online Learning?, www.insidehighered.com/digital-learning/article/2020/03/18/most-teaching-going-remote-will-help-or-hurt-online-learning.

Anderson, Greta. "Mental Health Needs Rise With Pandemic" Inside Higher Ed, September 11, 2020. <https://www.insidehighered.com/news/2020/09/11/students-great-need-mental-health-support-during-pandemic>

Boisvert, Nick. "Experts, parents call for more mental health support as kids head back to school", CBC News, Aug 22, 2020. <https://www.cbc.ca/news/canada/toronto/covid-19-school-mental-health-1.5695716>

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Sahu, Pradeep. "Closure of Universities Due to Coronavirus Disease 2019 (COVID-19): Impact on Education and Mental Health of Students and Academic Staff." Cureus vol. 12,4 e7541. 4 Apr. 2020, doi:10.7759/cureus.7541

Son, Changwon et al. "Effects of COVID-19 on College Students' Mental Health in the United States: Interview Survey Study." Journal of medical Internet research vol. 22,9 e21279. 3 Sep. 2020, doi:10.2196/21279

Stadler-Altmann, Ulrike. "Learning Environment: The Influence of School and Classroom Space on Education." 2015.

The New York Times. "Teachers and Students Describe a Remote-Learning Life." The New York Times, The New York Times, 23 Apr. 2020, www.nytimes.com/2020/04/23/education/learning/coronavirus-teachers-students-remote-learning.html.

Illustrations

<https://undraw.co/illustrations>

Thank you

Improving Online Learning for Emily Carr students

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