

Teaching Experiences Survey Results

Fall 2021

Teaching and Learning Services

Timeline/Process

- Survey invitation was sent to 2,144 potential participants:
 - 1,009 contract instructors
 - 23 lab coordinators
 - 1,112 faculty members
- Survey invite was sent in January 12, 2022 and it had two parts: questions about instructors' teaching experience in the Fall of 2021, and questions asking for their input on the post-pandemic future of teaching and learning at Carleton.
- 299 participants completed the survey (response rate 13.9%)

Participants

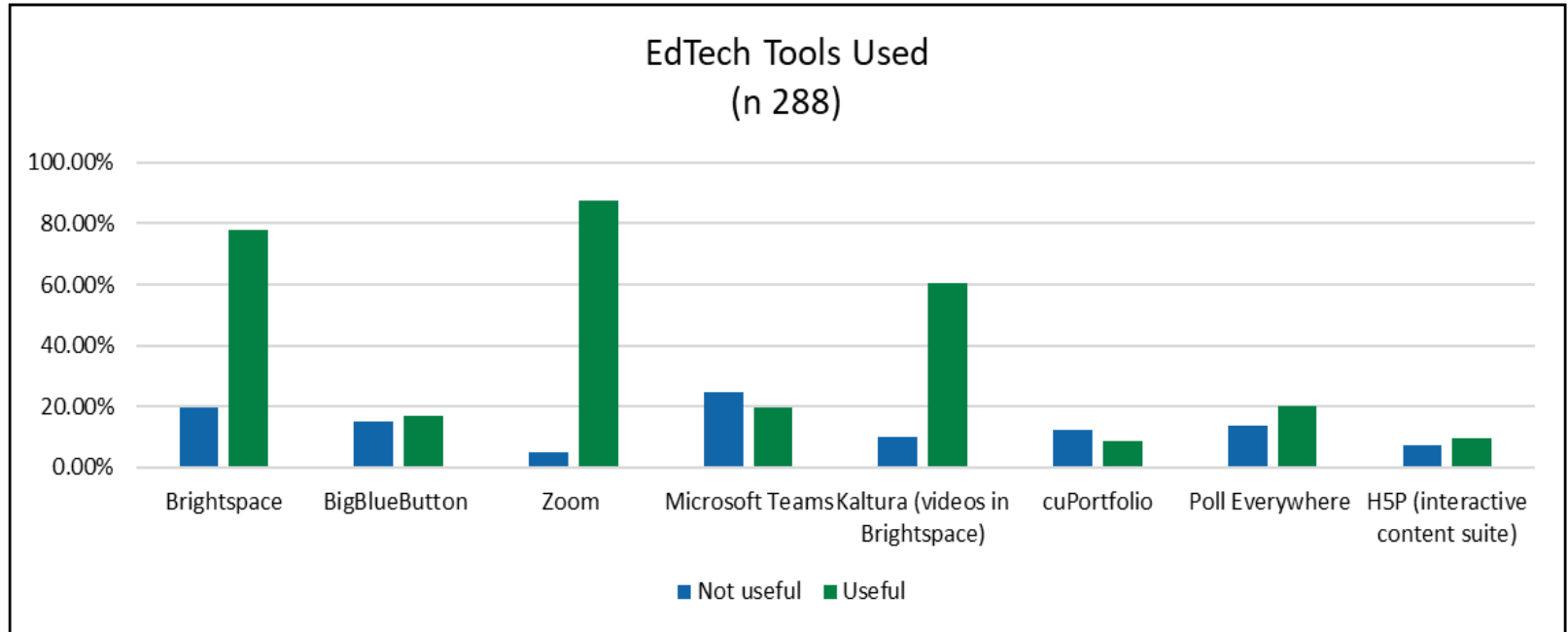
Distribution of the respondents per rank

- Lecturer (pre-Ph.D.) 1.14%
- Professor (all ranks) 52.27%
- Instructor 17.42%
- Lab Coordinator 1.52%
- Librarian 0.76%

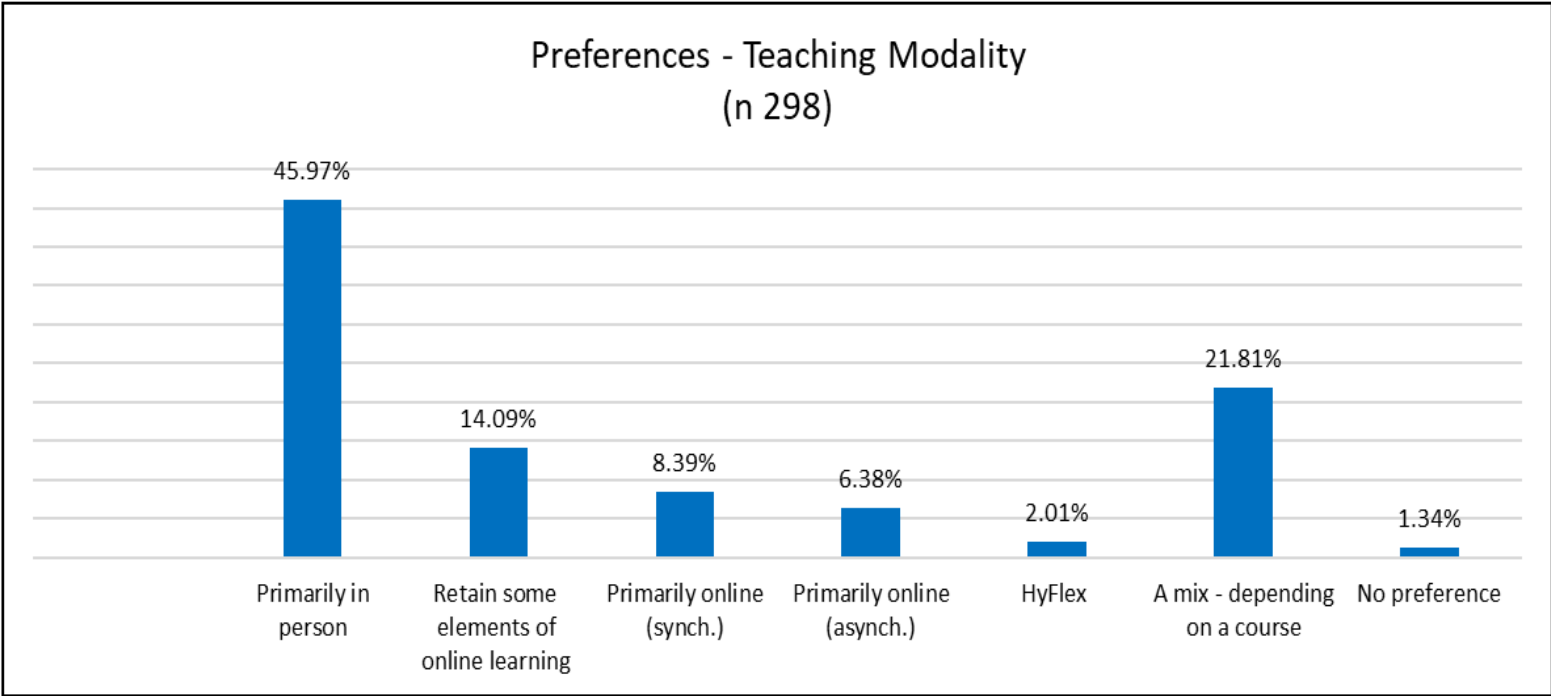
Distribution of the respondents per Faculty

- FASS 35.98%
- FPA 24.62%
- Science 19.32%
- FED 12.88 %
- Spratt 6.44%
- MacOdrum Library 0.76%

EdTech Tools Used in the Fall of 2021 and Their Usefulness for Teaching



Q: When the campus is able to safely reopen, what is your preferred teaching modality?



Teaching in the HyFlex Modality

Out of 299 respondents, 31 (10.3%) taught in the HyFlex modality in the Fall 2021

- 😊 • 70% think that students appreciate that there is a choice for each class to attend in person or online
 - 67% think students like this modality because of flexibility
- ☹️ • 73% think that this modality does not provide a good learning experience for students
 - 60% think that this modality does not help with connecting with students

I would teach in this modality again

Yes 40% | No 57% | Don't know 3%

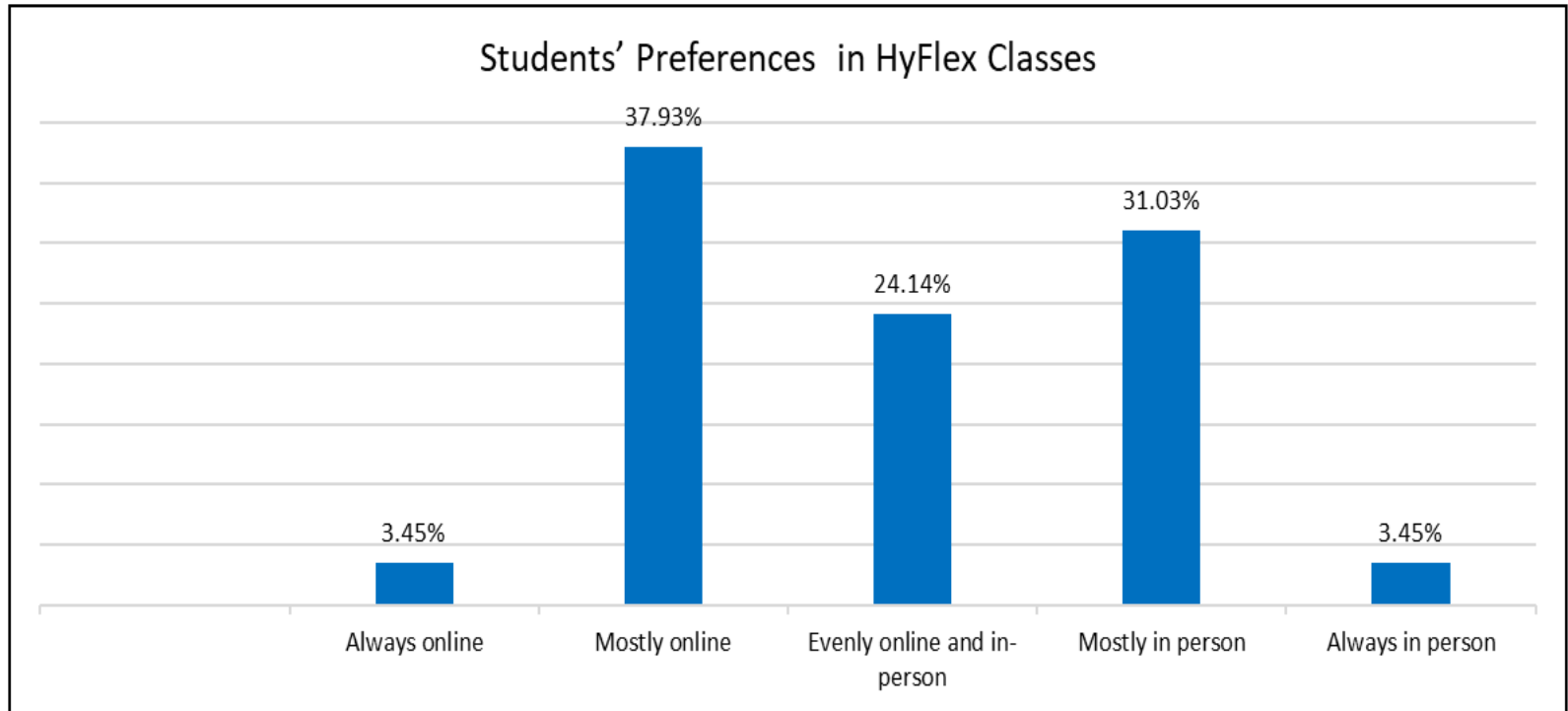
Instructors' Experience with the HyFlex Technology

- 65.52% feel comfortable using the HyFlex technology in the classroom
- 55.18% think the HyFlex technology is easy to use

But...

- 68.96% think that the HyFlex technology does not allow them to teach in their preferred manner
- 62.07% think that the HyFlex technology is not reliable

Q: In the Fall 2021 term, students in your HyFlex class preferred to attend



In-Person Teaching Experience

94 respondents (31.7%) taught in person in the Fall 2021

- Worked well: hands on activities; students engaged, talk to each other; connections and relationships with students; collaboration; class discussion; **all of it.**
- Challenges: **masks**; distancing and having to use a mic; scanning the QR codes to enter buildings and misunderstandings with cuScreen ambassadors; break times – lack of space to rest and gather; hard to do small group work; problems with classroom technology.

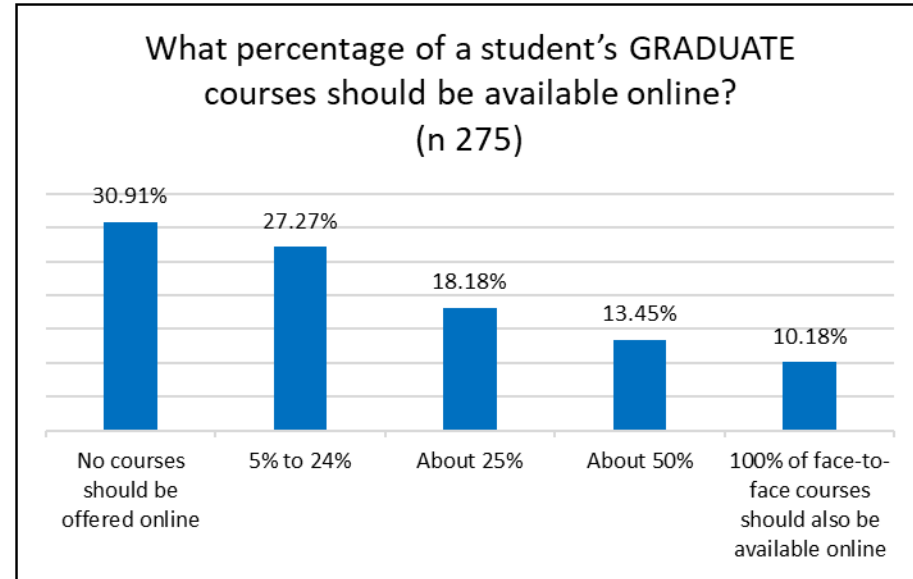
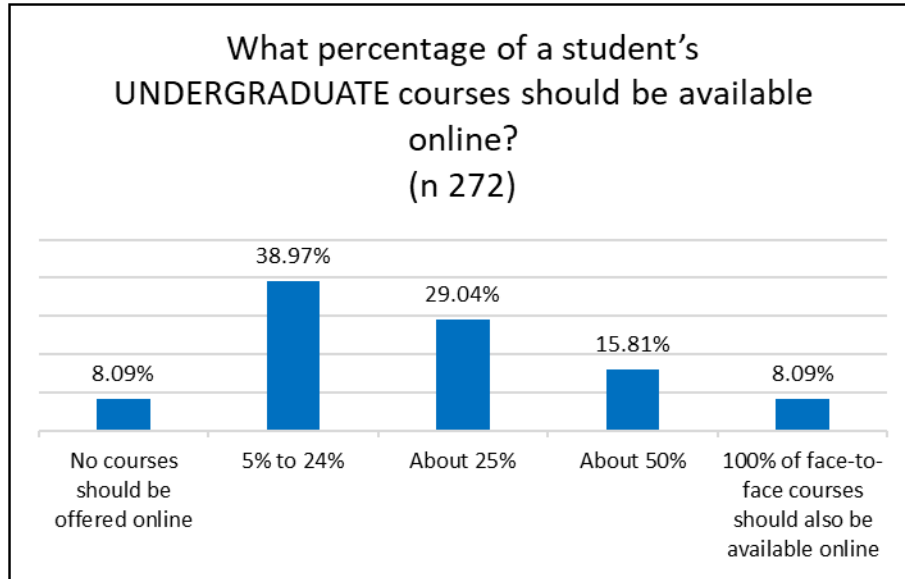
Q: Have your on-campus teaching approaches changed because of the pandemic?

- Yes 66%
- **Flipped classroom:** “Tutorials and lectures were online and I used most the class time for hands-on activities and field trips (flipped classroom)”
- “Sharing **recorded lectures** became the standard for me.”
- **Flexibility, compassion:** “I generally became more flexible. Both with my own teaching and with my students.”
- **No group work:** “Usually I do a lot of group activities group and even test in group- but it was impossible in the Fall 2021.”

Thinking About the Post-Pandemic Future of Teaching and Learning at Carleton

Q: Should Carleton increase the number of online courses and programs?

Yes 58% | No 42%



Course Delivery

When thinking about the post-pandemic future of teaching and learning, the respondents **agree/strongly agree** with:

- expanding the number of online courses (63.97%)
- offering more blended courses (64.45%)
- offering more “flipped” learning opportunities (56.99%)

They **disagree/strongly disagree** with:

- offering of fully online undergraduate programs (73.71%)
- offering of fully online graduate programs (68.52%)
- offering more HyFlex courses (66.67%)

Support and Improvement

The respondents also **agree/strongly agree** with:

- Investing in the student-centred **learning spaces** (88.28%)
- Enhancing support for instructors in creating **experiential learning** opportunities for students in face-to-face (86.81%) and digital (74.91%) environments
- Enhancing **support for online learners** (76.19%)
- Empowering instructors to use **learning analytics** as an early warning diagnostic (64.23%)

Curriculum

The respondents **agree/strongly agree** that Carleton should consider:

- Offering more interdisciplinary degrees/pathways (83.15%)
- Prioritizing first and second year learning experiences (82.78%)
- Adopting learner-centred teaching practices, including inquiry-based learning, collaborative learning, etc.) (77.29%)
- Offering learning pathways that target employability skills and competences (72.79%)

They are less enthusiastic about, but still **agree/strongly agree** that we should consider:

- Awarding an academic credit for skills learned through the SaPP program (41.97%)
- Creating a new type of degrees (e.g., a BA in migration/poverty/climate change, etc.) (43.91%)
- Awarding an academic credit for skills learned through community engagement activities (53.28%)