

## ABSTRACT

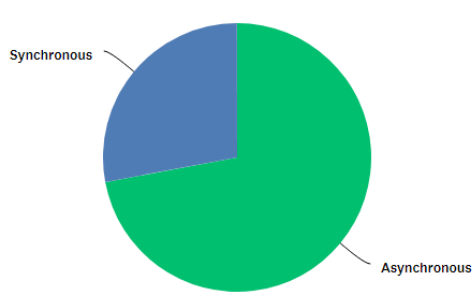
In March of 2020, TRU pivoted, as many Canadian Universities did, to an almost exclusive, online instructional mode of delivery. This decision, whilst necessary, was inordinately confusing and anxiety inducing for faculty and students alike. Whilst the relevant support units scrambled to put together training seminars and workshops, alongside dealing with morphing technological demands, the students who were on the receiving end of the majorly ad hoc teaching report vastly different experiences. These diverse perceptions, based on the survey reported on in this poster, are directly related to students’ access to technology, their time-management skills and the specific courses and content being delivered. It can be postulated that online teaching is here to stay, given that at any moment during this seemingly never-ending pandemic, educators must be ready to transition back to online as required. We should continue to speak to our students, to find out what we do well and where our deficiencies lie, to cement our skills and competencies in the online world.

METHODOLOGY

- Proposal submitted in Romeo to TRU Research Ethics Approval Board – Project approved
- Survey questions prepared using SurveyMonkey®
- Engagement of Students through Moodle (68 responses obtained)
- Collation and Interpretation of Data

CRITICAL QUESTION

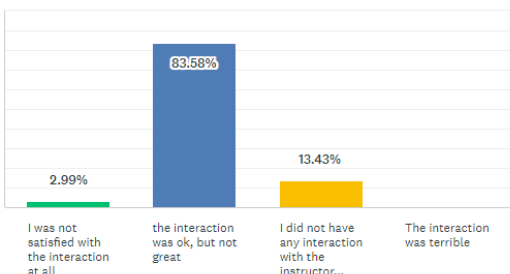
Regarding online classes, do you prefer asynchronous sessions (pre-recorded lectures posted) or synchronous (live sessions)?



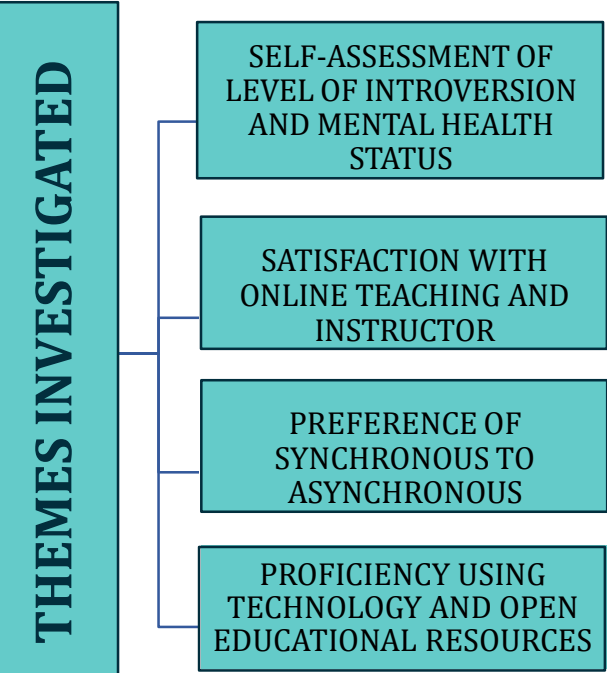
Session Type	Percentage
Synchronous	2.99%
Asynchronous	83.58%
Other	13.43%

CRITICAL QUESTION

Rate your level of satisfaction with the interaction between you and your instructor



Satisfaction Level	Percentage
I was not satisfied with the interaction at all	2.99%
the interaction was ok, but not great	83.58%
I did not have any interaction with the instructor...	13.43%
The interaction was terrible	0%

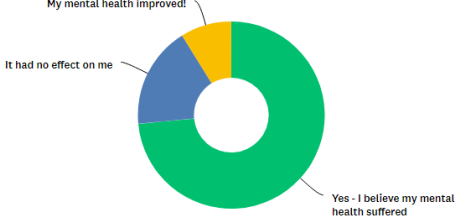


My GPA took a dive when classes switched to online because I need the accountability of showing up to class. Between synchronous and asynchronous I performed much better in classes that were asynchronous but preferred classes that were synchronous.

Considering that everyone was in the same situation, I think TRU provided a really good learning experience and set up for everything. All my instructors made sure we had the material we needed to be prepared I feel. It is definitely harder to stay engaged, and easier to get distracted when all resources are online. Looking forward to being back on campus

CRITICAL QUESTION

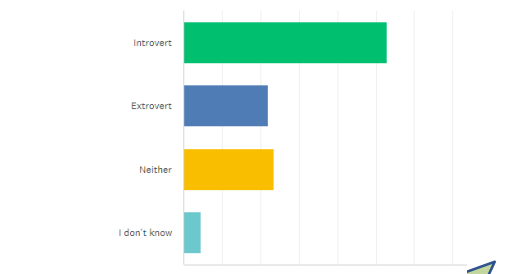
Do you think your mental health suffered as a result of having to switch to online classes during the pandemic?



Mental Health Impact	Percentage
My mental health improved!	2.99%
It had no effect on me	13.43%
Yes - I believe my mental health suffered	83.58%

CRITICAL QUESTION

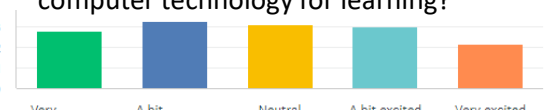
Do you consider yourself to be an introvert or an extrovert?



Personality Type	Percentage
Introvert	50%
Extrovert	20%
Neither	20%
I don't know	10%

"I think TRU and it's instructors have navigated this bizarre time in history admirably. It is not easy to change gears so quickly, and I think the professors, administrators and all the other people who made this possible should be commended for their efforts. Well done all."

What is your feeling about working with computer technology for learning?



Feeling	Percentage
Very apprehensive	2.99%
A bit apprehensive	13.43%
Neutral	20%
A bit excited	50%
Very excited	13.43%

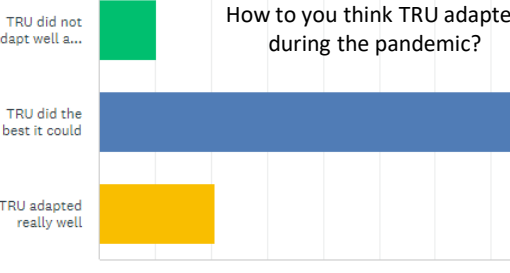
It was a challenge, especially with the extra material and assignments that were given to "enhance the experience" which did the opposite and made staying on top of all courses much harder. I found it a lot easier to learn from lectures in which the professor wrote notes out as they explained topics than those who simple recorded over a PowerPoint or other note forms.

"Online learning was okay but I felt like it was harder to retain the information that was taught throughout the semester. This might be because all tests were open book so I while I still studied quite a bit I was able to retrieve information that I was unsure on instead of learning it completely. I am scared that this will affect my learning when we return to in person."

## TAKE-AWAY....

Pedagogy is the key factor in learning effectiveness whereas technology is only a delivery medium. The effectiveness of a certain pedagogy or instructional method depends heavily on the student – their individual learning habits, learning styles, preferences, and characteristics are intervening variables. There are no instructional methods nor educational technologies that are effective for all. During the shift to online teaching in March 2020, students and faculty adapted well – some better than others. There is merit in using a blended approach to reach a larger audience.

How to you think TRU adapted during the pandemic?



Adaptation Level	Percentage
TRU did not adapt well a...	2.99%
TRU did the best it could	83.58%
TRU adapted really well	13.43%