

Online Teaching and the "New Normal": A Survey of Faculty Approaches to Synchronous and Asynchronous Courses in American Higher Education

This survey is a part of a research project titled Online Teaching and the "New Normal" which is being conducted by me, Steven D. Krause, a professor in the Department of English Language and Literature at Eastern Michigan University. The purpose of this survey is to collect information about the ways that college-level instructors have adapted their teaching methods to online delivery and the results of shifting to online delivery in response to the Coronavirus Pandemic.

You are being invited to participate in this project by completing this online survey. The survey has fewer than 20 questions and should take 10 to 15 minutes to complete. In order to participate, you must either be teaching a college class which is being delivered online for some part of the 2020-21 school year.

Your participation in this survey is strictly voluntary and you may refuse to participate or discontinue your participation at any time. If you decide to complete the survey, all information you submit will remain anonymous. Data gathered from this survey will be summarized in the aggregate, excluding all references to any individual responses. I will be asking about and collecting data about gender identity. I will store the data from this survey in my password protected EMU Google drive account, I will maintain control of that data at all times, and I will retain the collected data for five year after the study closes or after final publication of the results, whichever is later. I will send your de-identified information by email and only upon request. I will compile and discuss the results of this survey in future academic conferences and publications. You will not incur any costs nor will you be compensated for your participation in this study.

At the end of the survey, you will be asked if you are interested in participating further in additional research associated with this project. Once again, you are no obligation to participate in this aspect of the study. If you do elect to participate, I will know your identity, but all personal and identifying information gathered from this further participation will remain confidential.

If you have any questions at all about this survey or informed consent, please feel free to contact the researcher, Steven D. Krause, via at skrause@emich.edu or via phone at 734-487-0985. For questions about your rights as a research subject, contact the Eastern Michigan University Human Subjects Review Committee at human.subjects@emich.edu or by phone at 734-487-3090.

* Required

1. I have read the above information about informed consent. I have read this form. I have had an opportunity to ask questions and am satisfied with the answers I received. I am teaching at least one course at the college level at an American institution during the 2020-21 school year, and I am over 18 years old. By answering this question, I am granting my consent to participate in this study. *

Mark only one oval.

- ☐ Yes, I give my consent to participate in this survey.
- ☐ No, I do not give my consent to participate in this survey.

Online
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For the purposes of this survey, an online course is one where ALL aspects of the course are delivered over the Internet. For the purposes of this survey, hybrid courses which mix some face-to-face/physical classroom meetings with components delivered remotely are NOT considered online courses. Finally, this survey is about online teaching in higher education and does NOT explore the use of online teaching in elementary and secondary education.

2. Are you teaching at least one online college level course at an institution in the United States during the 2020-21 school year? Keep in mind the above definition of an online course: all aspects of the course delivered over the internet with no face-to-face/physical classroom meetings. *

Mark only one oval.

- ☐ Yes.
- ☐ No.
- ☐ I don't know.

3. Please indicate which gender you associate with: *

Mark only one oval.

- ☐ Woman
- ☐ Man
- ☐ Transgender/Trans woman
- ☐ Transgender/Trans man
- ☐ Gendered Queer/Non-Binary
- ☐ Prefer not to say
- ☐ Other: _____

4. What best describes your role as an instructor? *

Mark only one oval.

- ☐ Graduate student with the primary responsibility for teaching a course
- ☐ Graduate student assisting another instructor who has the primary responsibility for teaching a course
- ☐ Non-tenure-track part-time instructor
- ☐ Non-tenure-track full time instructor
- ☐ Tenure-track instructor/faculty member
- ☐ Prefer not to say
- ☐ Other: _____

5. What best describes the institution where you are teaching? *

Mark only one oval.

- ☐ Associate's College (institutions where the highest degree awarded is an associate's degree, such as a community college)
- ☐ Baccalaureate/Associate's College (institutions that award some baccalaureate degrees but confer more than 50 percent of degrees at the associate's level)
- ☐ Baccalaureate College (institutions that issue primarily baccalaureate degrees with fewer than 50 master's degrees or 20 doctoral degrees in a school year)
- ☐ Master's College/University (institutions that awarded at least 50 master's degrees and fewer than 20 doctoral degrees in a school year)
- ☐ Doctoral University (institutions that awarded at least 20 doctoral degrees in a school year).
- ☐ Special Focus Institution or Tribal College
- ☐ Prefer not to say
- ☐ Other: _____

6. Prior to the 2020-21 school year, approximately what percentage of the courses offered at your institution were offered in an online format-- that is all aspects of the course were delivered over the internet and there were no face to face/physical class meetings? *

Mark only one oval.

- ☐ Between 75-100%
- ☐ Between 75-50%
- ☐ Between 50-25%
- ☐ Between 25-0%
- ☐ I do not know
- ☐ Other: _____

7. Prior to the 2020-21 school year and NOT counting the emergency move to online courses at the end of the 2019-20 school year, approximately how many individual sections/courses have you taught online since 2015?

Mark only one oval.

- ☐ None
- ☐ 1-5
- ☐ 6-10
- ☐ 11-15
- ☐ 16-20
- ☐ More than 20
- ☐ Other: _____

8. As you prepared and planned your online courses for the 2020-21 school year, which of the following activities and resources did you use? Check all that apply.

Check all that apply.

- ☐ Reached out to colleagues at my university who had previous experience teaching online.
- ☐ Reached out to faculty support or instructional designers at my university.
- ☐ Reached out on social media (Facebook, Twitter, LinkedIn, etc.) for support and ideas.
- ☐ Did some Internet research for best practices for teaching online in my discipline.
- ☐ Researched from the scholarship about online pedagogy and distance education.
- ☐ None of the above.
- ☐ Other: _____

9. Which of the following best describes how you are teaching your online courses during the 2020-21 school year? *

Mark only one oval.

- ☐ I am teaching all of my online courses synchronously: that is, we meet regularly via a video conferencing software at a previously scheduled time. *Skip to question 10*
- ☐ I am teaching all of my online courses asynchronously: that is, we do not meet as a group at a fixed time. *Skip to question 17*
- ☐ I am teaching some of my online courses synchronously and some asynchronously. *Skip to question 10*

10. Which of the following best describes why you are teaching online synchronously?

Mark only one oval.

- ☐ My institution is requiring all courses originally scheduled to be face to face to now be taught synchronously.
- ☐ My department or program is requiring all courses originally scheduled face to face to now be taught synchronously.
- ☐ After speaking with other instructors in my department or program, I decided to teach online synchronously.
- ☐ After speaking with students in the program or in the course, I decided to teach online synchronously.
- ☐ I decided on my own to teach my online courses synchronously.
- ☐ Other: _____

11. Which of the following meeting technologies are you using to facilitate your synchronous online courses? Check all that apply.

Check all that apply.

- ☐ Google Meetings/Google Hangouts
- ☐ Zoom
- ☐ Webex Meetings
- ☐ BlueJeans
- ☐ Microsoft Teams
- ☐ Cisco Jabber
- ☐ Adobe Connect
- ☐ GoToMeeting
- ☐ Skype
- ☐ Other: _____

12. In addition to video conferencing technologies, which of the following are you using to teach your synchronous online courses? Check all that apply. *

Check all that apply.

- ☐ A Learning Management or Course Management System (e.g., Canvas, Blackboard, Moodle, Sakai, etc.)
- ☐ Google Classroom
- ☐ Google Docs
- ☐ YouTube, Vimeo, or similar video sites
- ☐ Wordpress or a similar Content Management System
- ☐ An online Whiteboard tool
- ☐ Textbook publisher supplied materials and software
- ☐ Test and Quiz proctoring and monitoring software (e.g., Proctor U, Respondus, LockDown Browser)
- ☐ Previously recorded video lectures or messages from the instructor to students.
- ☐ Email
- ☐ Text messaging
- ☐ Social media (e.g., Facebook, Twitter, Instagram, etc.)
- ☐ None of the above: that is, only video conferencing software.
- ☐ Other: _____

13. Are there any explicit rules you require your students to follow while engaging in synchronous course lectures, discussions and activities? Check all that apply.

Check all that apply.

- ☐ Attendance is required.
- ☐ Attendance is optional.
- ☐ Students are required to have their video cameras at all times.
- ☐ Students are not required to turn on their video cameras.
- ☐ Students are required to follow a particular dress code (e.g., no hats or hoodies, shirts with sleeves, etc.)
- ☐ Students are not required to follow a particular dress code.
- ☐ I have no explicit rules for students to follow while engaging in the synchronous components of the course.
- ☐ Other: _____

14. Which of the following best describes how frequently you and your students meet synchronously for your online course(s)?

Mark only one oval.

- ☐ My synchronous online courses meet as often and for the same amount of time as we would have met face to face and for the entire scheduled meeting time.
- ☐ My synchronous online courses meet as often we would have met face to face but for less than the scheduled meeting time.
- ☐ My synchronous online courses meet less often and for less time than we would have met face to face, and students complete much of the coursework asynchronously.
- ☐ Other: _____

15. In a sentence or two, what do you believe is the main advantage to teaching your online courses synchronously?

16. In a sentence or two, what do you believe is the main disadvantage to teaching your online courses synchronously?

Skip to question 23

17. Which of the following best describes why you are teaching online asynchronously? Check all that apply.

Check all that apply.

- ☐ My institution is requiring all courses originally scheduled to be face to face to now be taught asynchronously.
- ☐ My department or program is requiring all courses originally scheduled face to face to now be taught asynchronously.
- ☐ After speaking with other instructors in my department or program, I decided to teach online asynchronously.
- ☐ After speaking with students in the program or in the course, I decided to teach online asynchronously.
- ☐ I decided on my own to teach my online courses asynchronously.
- ☐ Other: _____

18. Which of the following are you using to teach your asynchronous online courses? Check all that apply. *

Check all that apply.

- ☐ A Learning Management or Course Management System (e.g., Canvas, Blackboard, Moodle, Sakai, etc.)
- ☐ Google Classroom
- ☐ Google Docs
- ☐ YouTube, Vimeo, or similar video sites
- ☐ Wordpress or a similar Content Management System
- ☐ An online Whiteboard tool
- ☐ Textbook publisher supplied materials and software
- ☐ Test and Quiz proctoring and monitoring software (e.g., Proctor U, Respondus, LockDown Browser)
- ☐ Previously recorded video lectures or messages from the instructor to students.
- ☐ Email
- ☐ Text messaging
- ☐ Social media (e.g., Facebook, Twitter, Instagram, etc.)
- ☐ Other: _____

19. While you are primarily teaching online asynchronously, have you incorporated any synchronous video activities with your students? Check all that apply.

Check all that apply.

- ☐ Office hours.
- ☐ One on one conferences.
- ☐ Optional small group meetings and collaborations.
- ☐ Optional full class meetings.
- ☐ Required small group meetings and collaborations.
- ☐ Required full class meetings.
- ☐ I do not have any synchronous video activities with my students in my teaching.
- ☐ Other: _____

20. Which best describes the use of online discussions, student small group assignments, or collaborative student work in your asynchronous online courses?

Mark only one oval.

- ☐ Students are required to engage asynchronous text discussions about the readings and assignments several times every week.
- ☐ Students are required to engage asynchronous text discussions about readings and assignments about once a week or less.
- ☐ Students are encouraged but not required to engage in asynchronous text discussions about the readings and assignments several times every week.
- ☐ Students are encouraged but not required to engage in asynchronous text discussions about the readings and assignments about once a week or less.
- ☐ Students do not engage in any asynchronous text discussions.
- ☐ Other: _____

21. In a sentence or two, what do you believe is the main advantage to teaching your online courses asynchronously?

22. In a sentence or two, what do you believe is the main disadvantage to teaching your online courses asynchronously?

Please indicate the extent to which you agree or disagree with the following statements.

23. Well-designed online courses can be just as effective as well-designed face to face courses.

Mark only one oval.

	1	2	3	4	5	
Strong Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

24. In order to succeed, students have to work harder in online courses than they do in face to face courses.

Mark only one oval.

	1	2	3	4	5	
Strong Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

25. Teaching an online course is more work than teaching the same course in a face to face setting.

Mark only one oval.

	1	2	3	4	5	
Strong Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

26. In the future and after the pandemic, I am interested in continuing to teach at least some of my courses online.

Mark only one oval.

	1	2	3	4	5	
Strong Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

An invitation to participate in future research

27. Finally, I am planning on following up this research with a series of interviews and discussions with instructors teaching online during the 2020-21 school year. Are you interested in potentially participating in this further research? Note that you will have to provide identifying information about yourself, meaning you would no longer be anonymous. However, I promise to keep all identifying information you provide me strictly confidential. If yes, please provide me with an email address.

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