



General Research Project:

Studying remote learning and pedagogy during the FALL 2020 semester.

Research Questions:

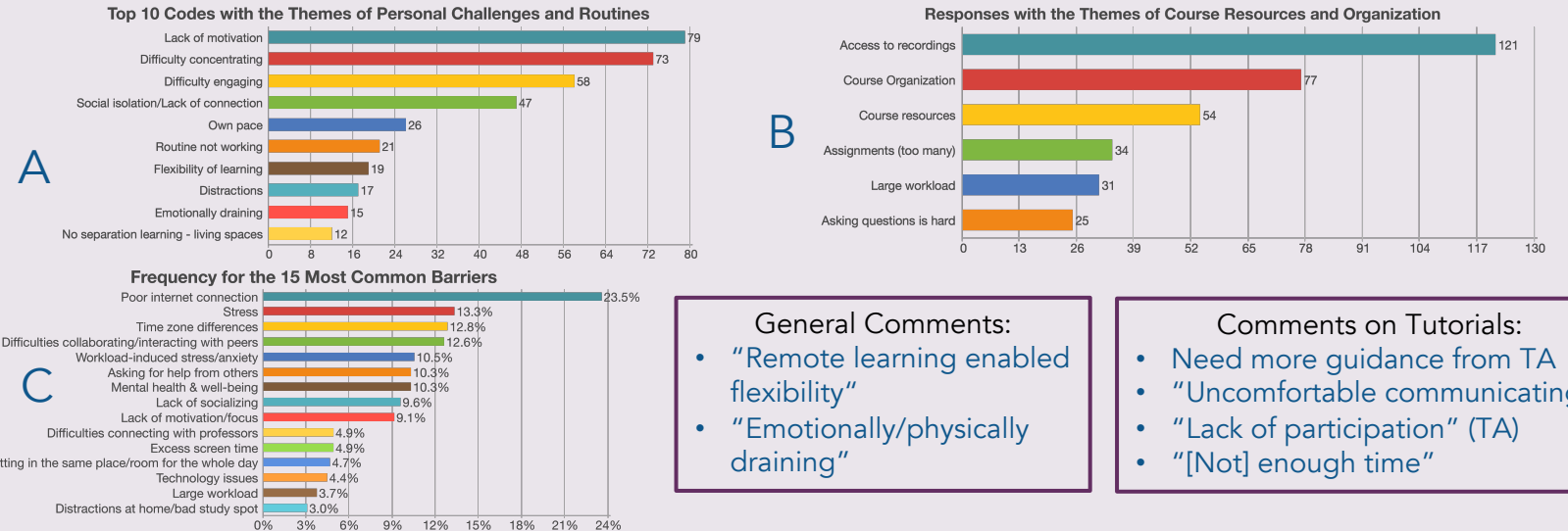
- How has remote learning affected course delivery?
- How are math tutorials delivered remotely?
- Are methods of active learning implemented?
- What are the student perceptions?
- What barriers are students facing, and how to overcome them?

Methodology:

- Surveys distributed to students mid-semester with MCQ and long responses.
- Similar surveys distributed to Professors and TAs.
- Data was analyzed using qualitative data analysis software for key themes (MAXQDA, n=835).

Thank you to Professor Western and Kira Smith.
Sources and data available upon request.

Results:



General Comments:

- "Remote learning enabled flexibility"
- "Emotionally/physically draining"

Comments on Tutorials:

- Need more guidance from TA
- "Uncomfortable communicating"
- "Lack of participation" (TA)
- "[Not] enough time"

Conclusions:

- In general, remote learning went well!
- Over 70% of students generally agreed that they could be successful, understand, and value the course.
- There were problems with tutorial engagement, and active learning exercises did not always work.
- Students found the workload very intense.

Improvements:

- Make marks for participation in tutorials weighted less, or for extra credit.
- Fewer weekly assessments.
- Accessible adaptations for students with their cameras / microphones off in tutorials.
- More inclusive alternatives to Google Jamboard during tutorials.
- Create a course calendar with important dates.