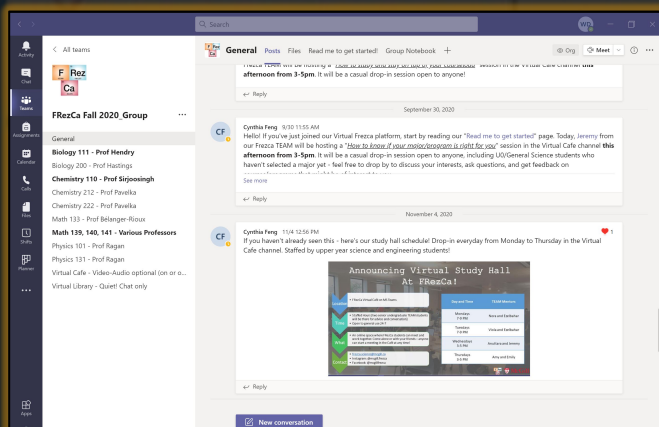


FRezCa and Chem 212 Tutorials

What is FRezCa?



Research Questions and Goals

How has remote learning impacted FRezCa and what can we do to improve FRezCa remotely?

How do tutorials in Chem 212 compare to FRezCa in reference to methodology, effectiveness and usefulness?

Research Methods

Attendance data

A	B	C	D	E
3	Date	Time	Student Name	Total Number of students
4			student name 1	3
5	03-Sep-20	2 pm - 3.59 pm	student name 2	
6			student name 3	
7			student name 1	6
8			student name 2	
9	09-Sep-20	8 am - 10.05 am	student name 3	
10			student name 4	
11			student name 5	
12			student name 6	
13	10-Sep-20	2 pm - 4.06 pm	student name 1	5
14			student name 2	
15			student name 3	
16			student name 4	
17			student name 5	
18	14-Sep-20	7 pm - 7.32 pm	student name 1	1
19			student name 2	4
20	16-Sep-20	8 am - 10.01 am	student name 3	
21			student name 4	
22			student name 1	
23	17-Sep-20	2 pm - 4.16 pm	student name 2	5
24			student name 3	
25			student name 4	
26			student name 5	
27	21-Sep-20	7 pm - 8.26 pm	student name 1	1
28	23-Sep-20	8 am - 9.59 am	Student name 1	2
29			Student name 2	
30	24-Sep-20	7 pm - 9 pm	Student name 1	6
31			Student name 2	
32			Student name 3	
33			Student name 4	
34			Student name 5	
35			Student name 6	
36				

Figure D1 Attendance data format

Surveys

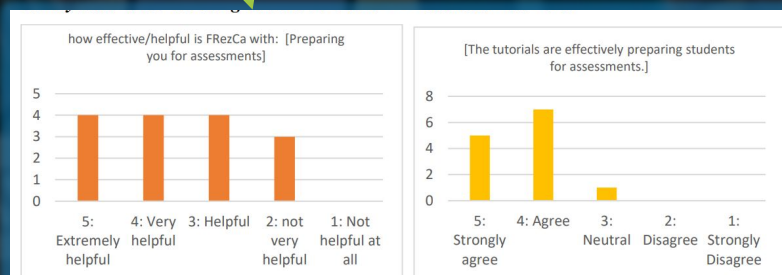


Figure 21

Figure 21: Survey data-FRezCa's help with preparing for assessments-Fall 2020. Figure 22: TA/TEAM Mentor Survey-Chem 212 Tutorials- preparing for assessments-Fall 2020

Figure 22

Background

- Collaboration
- Online aspect
- Engagement
- Student Well being

limitations

- 2% response rate
- Human error with data collection

Conclusion

- Overall: FRezCa was well adapted to the online learning environment.
 - Student attendance: was similar to attendance in Fall 2019
- Student opinions: FRezCa was helpful despite the online barriers and challenges.
- How to improve?: better scheduling of sessions, increasing online engagement and providing TAs/TEAM Mentors with help