Dear School of Education faculty, staff and students,

As we prepare for remote teaching in the Fall 2020, it is important to glean lessons from the spring. We now have more time to prepare. I hope the results of this ad hoc survey provide some useful nuggets from our students. Please note so far, the vast majority of results are from graduate students. They offer some great insights and tips for a successful online experience. The last section of this report includes resources for faculty and students.

If you want one key take away, I believe it is this:

*Consistency and transparency. I understand not all professors are proficient in these new-ways teaching tools. Communicate what your plan is clearly from the beginning. We really just need to know what is expected of us.*

If I can assist in any way at all, please reach out: dfusco@qc.cuny.edu.

I also want to express gratitude to the Office of Assessment and Accreditation for the preparation of internal study. It is but one example of the School’s commitment to ongoing use of data for continuous improvement (Well, did you think I wouldn’t sneak a CAEP reference in here?).

Best,

Dana Fusco
Dr. Dana Fusco
Interim Dean
School of Education
School of Education
Candidate Survey of Online Learning, Spring 2020

The Candidate Survey of Online Learning was open to candidates on July 15, 2020. Candidates registered for courses in Fall 2020 were surveyed. The survey responses were anonymous. At the time of this report, the survey results were from 304 respondents: 224 (74%) graduate candidates and 80 (26%) undergraduate candidates. The nineteen programs represented by the data include:

```
Programs Represented

<table>
<thead>
<tr>
<th>Program</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Languages Education</td>
<td>18</td>
</tr>
<tr>
<td>TESOL</td>
<td>2</td>
</tr>
<tr>
<td>Special Education</td>
<td>27</td>
</tr>
<tr>
<td>Social Studies Education</td>
<td>21</td>
</tr>
<tr>
<td>Science Education</td>
<td>42</td>
</tr>
<tr>
<td>School Psychology</td>
<td>13</td>
</tr>
<tr>
<td>Physical Education</td>
<td>11</td>
</tr>
<tr>
<td>None</td>
<td>2</td>
</tr>
<tr>
<td>Music Education</td>
<td>3</td>
</tr>
<tr>
<td>Mental Health Counseling</td>
<td>26</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>5</td>
</tr>
<tr>
<td>Family &amp; Consumer Sciences Ed</td>
<td>4</td>
</tr>
<tr>
<td>English Education</td>
<td>21</td>
</tr>
<tr>
<td>Elementary/Childhood Education</td>
<td>21</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>1</td>
</tr>
<tr>
<td>Dual MAT childhood ed/ special ed</td>
<td>2</td>
</tr>
<tr>
<td>Counselor Education</td>
<td>2</td>
</tr>
<tr>
<td>Computer Science &amp; Mathematics Ed</td>
<td>1</td>
</tr>
<tr>
<td>Bilingual Extension Program</td>
<td>21</td>
</tr>
<tr>
<td>Art Education</td>
<td></td>
</tr>
</tbody>
</table>
```

**Quality of E-Learning Experience**

Although many candidates shared that they prefer in-person instruction (53%), of the 304 respondents, **77% felt they received a quality e-learning/virtual experience** this past spring. Sixty provided comments on the quality of their e-learning experiences. The most common concern was the **preparedness on the part of the instructor/course (31%)**. When faculty members struggled with technology and restructuring the course for online learning, the class time was consumed by unclear communications, and some candidates monopolized online...
Candidates shared that some faculty were not responsive during the semester, and some faculty stopped teaching all together and instead assigned reading and papers. Expectations for work and attendance were not clear, and candidates struggled to learn within the chaos. Candidates also shared that classes were not meeting regularly on a set schedule and the quality of the teaching was inconsistent.

Of the 53% that preferred in-person instruction, candidates expressed that some coursework does not lend itself well to being taught in an online environment. They felt that the lack of in-person lessons affected their ability to communicate, concentrate, bond with other candidates, and fully immerse themselves in the subject/course at hand. Candidates also shared that the lack of fieldwork and student teaching did not allow them to fully develop their learning and experiences for future teaching. In spite of these issues, candidates shared that instructors were caring and accommodating. Some instructors were responsive and caring in light of the pandemic.

**Candidate Technology and Skills**

Of the 304 respondents, 95% of candidates felt they had the necessary technology to participate in online learning.
Of the respondents that did not have the necessary technology, outdated equipment was the primary cause. From old laptops that could not handle online meetings, to slow Wi-Fi, some candidates faced technology issues that hindered their learning experience. For the most part, candidates shared that they had the technology needed to learn via online tools (95%).

**Supports for Success**

When asked about what supports they needed to be successful in Fall 2020 with online learning, 146 candidates provided feedback. Candidates’ responses fell into eight categories:

1) Communication (2%)
2) Course Setup (50%)
3) Equipment (3%)
4) Institutional Needs (3%)
5) Instructor (11%)
6) Staff (1%)
7) Materials (12%)
8) Other (7%)

**Communication:** Candidates shared that in order to be successful in the Fall 2020 they needed to have better communication with instructors. This included treating the online environment as the faculty ‘office’ as well as ‘classroom’. Online office hours needed to be scheduled in addition to instructional time.

**Course Setup:** Responses in this theme revolved around multiple issues with how a course was setup and/or delivered. Candidates shared that courses need to be fully developed as online courses. This means smaller class sizes, asynchronous coursework and discussions boards. Courses also need to follow a more structured schedule as they would if they were being held in-person. Instructors should be required to teach and not just assign readings. Candidates also shared the need to have access to materials required by the course (i.e., textbooks, art materials, testing kits, etc.).

Flexibility in course deadlines was also mentioned as a useful support for fall 2020. In addition to flexibility in deadlines, candidates shared that instructor availability also needs to be more flexible and include online office hours. Syllabi need to be clear and include requirements and deadlines.

Candidates also voiced concerns around fieldwork observations and student teaching. Although many are concerned with being asked to go back into the classroom, candidates felt that the lack of fieldwork experience/student teaching alternatives that provided similar experiences was problematic.
**Equipment:** Candidates shared that they need new laptops, better Wi-Fi, access to printing, and access to a camera and microphone. Candidates also mentioned the need for Blackboard to be regularly update, and IT support should be available.

**Institutional Needs:** Candidates voiced the need for online counseling for QC students. They also shared the need to decrease tuition.

**Instructor:** When it came to candidates’ feedback on the instructor, much of the feedback was based on organization, training and availability. Candidates shared that instructors needed to be better organized with the coursework. Some instructors seemed to struggle with technology and may require training. In addition, it was suggested that instructors need to hold office hours and have more flexibility with their availability to candidates.

**Staff:** Candidates shared that staff being trained, more available and more understanding would be helpful for them.

**Materials:** Candidates shared that it would be beneficial if course materials were made available (i.e., testing kits, art supplies, adobe acrobat (free), etc.) Textbooks being made available online was another resource that came up. Candidates suggested that lecture notes, review sessions and rubrics also be made available electronically. Access to the library would also be beneficial to candidates.

**Other:** This category included suggestions for advisors to be available, a quiet place to work, money and prayers.

**Tips for Online Learning**
Candidates shared tips for online learning to both their fellow students and instructors.

- Have updated hardware and software.
- Communicate with instructors. Instructors need to be responsive.
- Have everyone use the same platform for online teaching.
- Training for instructors for online teaching.
- Instructors need to be held to a different standard for online learning.
- Make student teaching requirements flexible.
- Make materials available to candidates.
- Clear instructions and expectations need to be communicated.
- Candidates should feel comfortable to report an instructor that is not meeting guidelines.
- Stay organized, keep a schedule and plan ahead.
- Have contact information for fellow classmates.
- Familiarize yourself with Blackboard, Zoom, Google etc.
Resources

Students who are experiencing trouble and need help with online learning should email: keeplearning@qc.cuny.edu.

All students, faculty and staff have free access to learning modules at Lynda.com.

- **Lynda.com** offers students, faculty and staff unlimited on-demand access to a full library of online video tutorials. Lynda.com’s library has over 4,000 courses and over 140,000 individual videos, and new videos are added every week. You can learn at your own pace and access course content anytime, anywhere, from a computer, mobile device, or tablet.

  Log in with your QC credentials at [http://lynda.qc.cuny.edu](http://lynda.qc.cuny.edu). You will get re-routed to LinkedIn. Type “remote teaching” or other competency areas in the search and you will receive endless modules. You can create Collections and save the modules for later access.

Faculty Online Training is available in a variety of platforms:

- There is a self-paced option beginning on August 15. This is the same course as the 2-week option, but gives instructors more time and flexibility (i.e., no firm due dates for work). They can sign up via the following link: [https://keepteaching.qc.cuny.edu/workshops/self-paced-best-practices-for-teaching-online-summer-2020](https://keepteaching.qc.cuny.edu/workshops/self-paced-best-practices-for-teaching-online-summer-2020)
- There will be an “emergency” training announced shortly.

Interactive Strategies & Tools

**Strategies**

- Offline: individual check ins with students calls/emails to meet SEL needs
- Screen sharing (youth and staff sharing their screens) on Google Meets
- Effective use of chat box
- Being able to research things & get information in real time
- Conference/summer programs: Flexibility of using Zoom breakout rooms
- Field trips: Colleges, New Orleans, Mars, Hawaiian volcanoes
- Students create projects online (videos, posters)

**Tools**

- **Kahoot** ([https://kahoot.com/](https://kahoot.com/)): Interactive quizzes you create. Monthly/annual subscription; 7 day free trial
- **Skribbl.io** [https://skribbl.io/]: Multi-player drawing & guessing game. Free
o JetPunk (https://www.jetpunk.com/) Quizzes on variety of topics. Free
o Jackbox (https://www.jackboxgames.com/) Group games (Bundles start at $14)
o Canva (https://www.canva.com/) Design projects Free basic subscription
o Twine (https://twinery.org/) Open sourced interactive storytelling tool. Free

We will add resources to the School’s website in this section so please check back regularly.