Faculty Survey: Spring 2020
Effective Teaching IS Remotely Possible

In the spring of 2020, there was a rude awakening. The worldwide pandemic of COVID-19 came upon us and permeated – and still permeates – just about every aspect of everyday life. This, of course, includes the world of teaching and learning. Universities, including UMES, scrambled, trying to figure out how best to attend to our students’ educational needs while maintaining the health and safety of all concerned. This emergency resulted in an abrupt conversion from face-to-face to remote teaching and learning.

“This was challenging due to the nature of the current circumstances. I was worried that the students would not maintain the proper motivation to prepare for their futures.”

-UMES faculty member (anonymous survey response)

The decisions and action surrounding this seemed to happen in a period of days. Students received an extra week of spring break while instructors prepared for a type of teaching that is normally approached gradually with experience and training. While UMES online resources like CITOL were expanded to accommodate greater demand, this endeavor was more challenging than we could anticipate.

Toward the end of that extraordinary semester, the Center for Teaching Excellence (CTE) distributed a survey with the intention of capturing the challenges, successes, and needs of our faculty population as a result of their enduring, surviving, and, in some areas, conquering the demands of this experience. This report is based on that survey, which received 96 responses from UMES faculty and instructional staff (just over a 30% response rate). Of those who responded, 14.5% were Adjunct faculty, 19.8% were Lecturers, 14.6% were Assistant Professors, 31.3% were Associate
Professors and 19.8 were Full Professors. Together they represented a broad range of departments throughout the University. Aside from all of the important specific questions we posed to faculty, we had one larger question in mind: Is effective teaching remotely possible?

**CHALLENGES OF REMOTE TEACHING**

It is fitting for this report to begin with an analysis of challenges. All of us have been affected by the difficult circumstances of the COVID-19 pandemic, in some ways more than others. In the area of remote teaching, the survey shows that faculty rose to the occasion, particularly in their reported concern for their students. To enable faculty to narrate their experiences, the survey presented an open-ended question, asking them to name their biggest challenges from Spring 2020. The categories in Figure 1 below were identified and aggregated from their narrative responses.

![Figure 1. Challenges of Remote Teaching](chart)

As is evident in the chart above (Figure 1), there were two areas, online transition (22%) and student engagement (20%), that appear to have been the most challenging for instructors as classes moved to remote teaching. Online transition was most often expressed as converting both materials and teaching style to accommodate this
digitalized mode. Student engagement was expressed in many different ways, but the themes of most responses amounted to the motivation to learn under these circumstances. During the second half of the semester, COVID-19 intruded on most aspects of everyday life and the transition from campus to home brought with it many elements that directly competed with school work, as expressed in some of the narrative excerpts below.

There was also concern among 16% of respondents about technological challenges – both on the part of faculty and faculty’s concern for students’ difficulties at home. One major concern in this regard was access to the internet. Instructors also pointed to lack of preparation or training in the use of technological resources. Or, when prepared, they reported some resources such as Blackboard not working as they needed them to. The inability to conduct hands-on activities was important to 12% of respondents. From their narrative responses, labs were also of particular concern.

The lack of interactive face-to-face exchanges was cited as particularly challenging, as was managing responsibilities outside of teaching (such as centers, tournaments, tutoring, etc.) which was singled out in 10% of responses. Evident in these answers is the fact that the urgency of this remote teaching experience converged with – and often interfered with – home life. Other responsibilities that were more difficult to contend with included handling university projects over and above the courses taught.

On its face, communication, with a 6% response rate, might not seem to be much of a concern to faculty. However, when you take into account how much communication factors into student engagement, that 6% could easily be seen as taking on a wider scope, being integral to other reported categories. In other words, it could be that communication is so closely connected to teaching that it isn’t even thought of as a separate concern for many. Assessment, also at 6%, was seen as a challenge as well. On one hand, instructors were concerned about students cheating, while on the other, they wanted to be able to be proactive in developing the types of assessments that would most closely capture student learning in an online environment.
COVID-19 and the change in students’ lives were named by only 5% and 2% respectively. There is no doubt these categories should be considered together due to the role the pandemic has played in terms of causing difficult changes. The concern for these changes, while singled out by a few, is nonetheless reflected in the concerns expressed by faculty in each of the above categories.

Here’s what faculty had to say about areas of challenge:

Student engagement:
“The pass/fail was a good idea, and I’m glad we did it. However, it did contribute to student disengagement. Students who knew they would pass stopped engaging.”

Transitioning to online teaching:
“Transitioning fully to online teaching [was a challenge due to] following up with the students and their course work. Many of the undergraduate students became unresponsive following their departure from campus due to COVID 19. Also I spent more time on my teaching and the classes as I would in normal times.”

“Transitioning from F2F to online delivery of instruction [was challenging] because I had to adapt my classroom format of instruction to online format. I had to design discussion questions, upload lecture notes, used Blackboard collaborate and design online quizzes.”

Students’ dealing with change/crisis:
“So... had family members sick with COVID or family members who died, many who were working full-time jobs to help support their families, and others who had either spotty internet or had to share a single computer with family members who were working from home.”

“Students not having an ideal environment for [carrying] out presentations virtually (e.g. one student was on her basement stairs as it was the only place available that was private/quiet).”

Technology:
“Technology issues that students have faced during class [were a challenge].”

“Lack of supporting equipment for faculty, software access for students and lack of reliable internet for students.”
“Not having access to Blackboard for one of my classes; and not having the tools to be able to carry out at full capacity distance learning (i.e. in my particular case, my UMES laptop did not have a microphone installed).”

Hands-on interaction:
“Some of my classes were very hands on. Immediate feedback, guidance along with interpersonal interactions are essential to learning. When they are transforming to the online environment, students are missing that opportunity to learn.”

“Seguing from dynamic, roundtable conversations to online and mirroring that level of engagement online.”

SOURCES OF PRIDE FOR FACULTY IN TRANSITIONING TO REMOTE TEACHING

While it is clear from the above analysis that faculty members were challenged in crucial ways during this transition, almost all respondents expressed elements of pride in what they were able to accomplish, especially in such a short period of time. Again, the survey presented an open-ended question to ask faculty to reflect on their experiences. Their narrative responses are aggregated into categories below (Figure 2).

![Figure 2. Sources of Pride for Faculty](image-url)
Student engagement/performance was the overwhelming favorite in response to this question, at 33%. Instructors empathized with their students, who were put in the same difficult situation as they were. The end result was instructors’ pride in their students’ accomplishments. Considering the fact that student engagement was a challenge for 20% of the respondents (Figure 1), it appears that a good portion of instructors were able to overcome these challenges and convert them into successes.

Successful transition came in second place at 14%. Successful transition may be seen as an umbrella for many of these indicators. However, whether or not faculty viewed success widely or narrowly in terms of transition, the response is noteworthy considering the hefty challenges transition presented from the outset.

Not surprisingly, the use of technology has been shown to be an integral part of this transition. Considering the challenges it presented to 16% of instructors in their narrative responses in figure 1, an almost equal amount (13%) found their use of technology to be a source of pride. Some faculty described high attendance on online platforms, which often surprised them. Other instructors felt that they effectively used online platforms to extend office hours and personalize their communication with individual students. Still others expressed their creativity by improvising and combining more than one type of technology in an attempt to simulate in-person teaching.

The adaptation of course content (10%) was a source of pride for instructors who had to rush to fulfill their new pedagogical responsibilities. One example of this was demonstrated by an instructor who made the effort to deliver all lectures in more detail, record lectures and provide written notes for each lecture to all students after each session. The category of the accomplishment of a project (also with a 10% response rate), captured mainly the population of respondents who had been tasked with working on university projects outside of the classroom and challenged to complete them under difficult circumstances.
Following close behind at 9% was accessibility to students/communication. In the area of challenges in Figure 1, communication was also cited by a relatively low percentage of respondents at 6%.

Finally, there were the categories of flexibility (6%) and extra time and attention paid to students (5%). Flexibility, though mentioned by name only occasionally in these narratives, is nevertheless present in alternative wording. Likewise, the category of extra time and attention was extrapolated from a range of alternative wordings. One thing that is evident, however, despite the variations of language, is how integral instructors found flexibility and extra time and attention to be in their reflections of what they are most proud of from this period.

**Here’s what instructors had to say about their sources of pride:**

**Student engagement/performance:**

“To help student learning and engagement, I created a written narrative for each video lecture that I posted […] so students could download, print out, read along and take notes. 2) My ecological-cultural tourism students created original heritage tours in PowerPoint for their final project, adding audio to each slide, then posted to a dedicated Discussion Board for their fellow students to learn from and comment on over a 6-day period... or asynchronous. This worked very well... and much better than having students present their presentation in Collaborate live, which I did for another class, which required sending many reminders so everyone showed up for the synchronous session.”

“Had close to 100% attendance every day on Collaborate. My students worked hard and took responsibility for their own learning - they met all course expectations just as if they were on campus. I’m confident my assessments represented what they really knew and with similar academic rigor, and I had 100% pass rate because my students earned it!”

“I was able to hold my live session for all my classes at the same time of my regular class time. I had excellent attendance record and engagement. Excellent Passing rate in all my classes. We will all overcome this difficult time.”

**Accessibility to students/communication:**

“Being accessible to my students after the transition to online. Students call me, email me, visit my Blackboard hours. I have done a lot of listening, advising, reaching out to them, helping them solve problems. I have been nice to them, and they appreciate it.”
“In response to this challenge, I held individual meetings with students on Google Hangouts. I guided students through the writing and research process for their final projects, and I spent a significant amount of time and effort responding to individual needs. These one-on-one interactions [are] my biggest accomplishment this semester.”

Adapting course content/design:
“I am proud that most of my course content is well designed and organized under such a short time period.”

“Developing innovative projects that met the skill requirements of the class that could be done in an on-line format”

Flexibility:
“Ability to be flexible and remain flexible with modifying project and paper requirements with minimum time.”

“Learning how to extend time on exams for students who needed special accommodations.”

Use of technology:
“I overcame the challenge of teaching my lab class by using video and simulated data. Cathy Passeri [formerly of CITOL] had introduced me to Camtasia in training several semesters ago, which proved to be a life saver. I continued to teach myself further and can now consider myself an expert. I am proud that we finished all the scheduled labs and most students have done well on their labs.”

FACULTY SUCCESSES IN REMOTE TEACHING

In this section of the survey, respondents were asked to select, from a list of seven, the areas where they felt they experienced success. They were not asked to rank the categories in any way. Therefore, the chart below (Figure 3) measures only the number of responses to each question and does not assign any percentages. Respondents were allowed to choose as many selections as they wished.
Some instructors wrote in categories of their own. These write-in answers were singular responses, which came under the category of “other”: creating new art projects, accommodating students, thinking outside the box, engaging students, making all live session recordings available, keeping in touch and being available, and ability to modify content.

The overwhelmingly popular response given by most faculty (82 out of 96) was that they believe they were successful in content delivery. Successes in learning assessments and communication were virtually tied, at over 60 each, with communication rising slightly above at 66. These 66 responses show that faculty believe successful communication was achieved during a time when in-person interaction was impossible. For 64 respondents, learning assessments were considered a success despite the physical limitations of preventing cheating. Some instructors articulated their inclination to develop assessments that went outside the box where students’ performance could be measured via alternative means besides traditional quizzes and tests.

Technology and homework assignments came next in terms of perceived successes, both falling just below 60, at 58 and 57, respectively. In terms of technology, a mid- to high-range number makes sense when comparing it with the percentage of narrative
responses emphasizing it in Figure 4 below. The high number earned by what faculty determined to be success in technology is notable considering it was represented as the third biggest challenge. The degree of success reflected by the large number of respondents who chose homework as an area of success is remarkable in that it appears to show that instructors found homework assignments and content delivery translated fairly well to the online format.

This was followed by course management, inching just above 50 responses. The term “course management” was not used in the narrative section of this question (i.e. Figure 4). It could be that course management is a wider umbrella, under which many of the narrative categories fall. Finally, the category of active learning strategies was seen as a success by just over 40 respondents. Again, this term was not specifically mentioned in the narrative responses charted in Figure 4 below. Terms like “innovative strategies” and “hands-on experiences” were used instead and have been interpreted as belonging in the category of active learning strategies.

**FACULTY SUCCESSES IN REMOTE TEACHING**

*(Categories aggregated from narrative responses)*

In addition to the multiple choice question above (Figure 3), which sought the selection of specific categories, respondents were given the opportunity to answer an open-ended question about one or two of their successes in their experience of remote teaching. We analyzed the themes from these narrative responses and the following categories emerged: *collaboration with peers/departments, “being there” for students, innovative strategies, communication, hands-on experiences, effective use of technology, student engagement and addressing COVID-19*. Figure 4 below illustrates the percentage of each of these themes.
Of all the themes that emerged in their narratives, instructors chimed in at 38% that they believed their use of technology was effective. This is quite an accomplishment considering the urgent circumstances that brought them to this online experience with little or no time to prepare. As necessity is the mother of invention, it appears that well over one-third of respondents were successful in using technology to their advantage. This meshes with the finding from the multiple choice question where over 50% of respondents felt they achieved some success in technology. There is also anecdotal evidence from within the narratives to suggest that a large number of faculty who succeeded with technology were not sufficiently prepared ahead of time.

Student engagement was important here, just as it was also important in Figures 1 (challenges) and 2 (sources of pride). Sixteen percent of respondents felt they were successful in this regard. Quite a few reported excellent attendance and submission of assignments despite the inherent distance in this type of learning.

Communication is the next largest area of success, at 13%. In the multiple choice question in Figure 3, it received a much higher mark, coming in second in terms of number of responses. The number of narrative responses that fell into this category more closely correspond with those of the question on sources of pride in Figure 2. It
could be that if communication is not called out as a specific choice, some respondents may not refer to it by name in their narratives. It seems that the edges of communication become blurred within this experience, falling into many categories.

After communication, 11% of respondents cited innovative strategies as a success. It is encouraging to read about the creative paths instructors took to make learning interesting and effective. In one instance, the instructor specifically referred to the strategy of a flipped classroom. It is impressive that faculty performed over and above the steps necessary to manage remote teaching during a pandemic.

Hands-on experiences came in fifth at 9%. Success here is surprising in that one would think the format of online teaching and learning would make the success of hands-on experiences less likely. A significant number of faculty overcame the difficult barrier of remoteness, especially when it came to figuring out how to make lab work possible. The category of “being there” for students is structurally similar to the category of extra time/attention which appeared in Figure 2: Sources of Pride. “Being there” for students received 8% of the responses, while extra time/attention came in at 5%. In both cases, respondents were proud of the lengths they went to reach students and were rewarded with both engagement and academic success.

Another encouraging category emerged: collaboration with peers/departments. Three percent of faculty cited this as a success. One example was an instructor receiving help from a peer to monitor a chat room while s/he was teaching. Another faculty member mentioned the pride in the group that they felt to have undergone this together.

Finally, 2% of respondents believed they were successful in addressing COVID-19 within the subject matter of their courses. It appeared important to them to deal delicately with the situation out of concern for the emotional well-being of their students. It was also seen as a teaching moment so that all could learn something, and possibly even gain, from these challenging circumstances.
Here’s what faculty are saying about their successes:

Communication:
“Communicating to students exactly how we are executing the remainder of the semester, this process has been seamless. I created a weekly list in Announcements on Blackboard explaining the assignment with an assessment due every Friday.”

Innovative strategies:
“Strategies related to a flipped classroom were used. Because student-teacher accessibility was limited, students had to rely more on their ability to teach themselves. This required additional time and effort reading, interpreting, and applying the material - criteria for critical thinking. My success was seeing them recognize their ability to learn complex material.”

Collaboration with peers/departments:
“One success this semester, I would say would be the collaboration I had with multiple programs and departments across campus to reach mutual inter-departmental goals and that ultimately help meet UMES objectives.”

“Being there” for students:
“I hold six hours of Collaborate student hours. I am there, waiting. Often, only one person will appear, maybe two. But that one student needs something, and I am there to help. That is success. I answer every email, every phone call, immediately. I am able to help students understand the grade letter option. I am there to listen to their fears, their frustration with their living situation. I have shown them that I am still here.”
“All I can say is that I just kept writing to my students. Cajoling, convincing, explaining, and telling, over and over, you can do this.”

Creative learning assessments:
“One learning assessment that has been very successful online are student presentations on a clinical case study. The students designed an exercise program for a patient and presented online. These presentations clearly assessed whether the learning outcomes of the class were achieved. In addition, the students shared with me that they had “fun doing this project and had learned a lot in the course”. Also, this allowed the student to try out online teaching themselves to their classmates and it was nice to see their success with this.”
Effective use of technology:
“I had success with recording lectures which gave students the freedom to listen to the lecture when they were available. Also, I had success in having the students present their final PowerPoint presentations in Blackboard Collaborate Ultra.”

“Students...conducted peer reviews of their research drafts during live online meetings (mostly on Google Hangouts).”

“I managed to make small videos with my cell phone of myself solving Math problems same way I was doing it in our actual lectures.”

“I found that using Adobe Presenter to deliver course content online was successful and was more flexible than Echo360. I also found that doing one-on-one presentations provided me the opportunity to interact with my students and gauged their learning.”

Student engagement:
“To help student learning and engagement, I created a written narrative for each video lecture that I posted with the lecture so students could download, print out, read along and take notes.”

“Working at the pace of students.”

Addressing COVID-19:
“I restructured all writing and research assignments to focus on some aspect of the Covid-19 experience. I wanted assignments relevant to the students' current reality. I also utilized Blackboard's Discussion Forum to maintain weekly conversations about relevant social topics so I could gauge each student’s current state of mind and abilities to complete the work. If I saw indications of struggles, I reached out through email to talk with that particular student. I made several referrals to our Counseling Center for a few students really struggling with family deaths due to Covid-19.”

Creating hands-on experiences:
“Three dimensional design projects: students created a corona virus out of materials found at home; another project where they made abstract relief sculptures from cardboard expressing emotions they were going through (examples: 'trapped', 'safe', 'frustrated', etc.); land art and installation project temporarily altering the space of a room or outside using found objects.”
AREAS IN NEED OF IMPROVEMENT

While the successes above are stellar examples of the rewards of what can be viewed as heroic efforts, there are specific areas where respondents believe they can improve if called upon once again to teach remotely or online. Instructors appeared to take a realistic approach as they responded to this multiple choice portion of the survey. Again, with these multiple choice questions, respondents had the ability to choose as many of the categories as they wished. The total number of responses does not equal the number of respondents so the information on the following chart (Figure 5) does not include percentages.

![Figure 5. Areas in Need of Improvement – Multiple Choice, Unlimited](image)

According to faculty, the area in need of the greatest improvement for remote or online teaching is presenting course material (35 responses).

Following close behind, at 29 responses, is technology. This category has appeared in every question thus far: It was reported as challenging for 16%, a source of pride for 9%, a success for 58 respondents and cited as a success in 34% of narratives. It is an important issue for faculty, and obviously the key to effective remote teaching. The narratives, not all of which could be presented here, present considerable material that
reveals how, where, and why use of technology either delivered or failed to deliver a high-level teaching experience.

Following third in number of responses for an area needing improvement, is communication, which confirms that it is a high priority and a subject worthy of attention, whether it be online communication, reaching out during office hours and messaging formats, or ways to break through to students on video conferencing platforms.

Thirteen of the respondents cited learning assessments as an area where they would seek improvement. According to the narratives, part of the need for improvement lies in the fact that instructors crave assessments that will both ensure honesty in an online environment and evaluate students’ learning beyond traditional quizzes and tests.

Content delivery, homework assignments and course management each received eight responses. These topics appear to be nuts and bolts that many respondents seem to have translated successfully to remote teaching, The low levels of perceived need for improvement in these areas appear to reinforce the high success rates for the same categories. While there is always room for improvement, faculty report a lower need for attention in these areas.

**ACTIONS FACULTY WOULD TAKE TO IMPROVE IN THESE AREAS**

Faculty were straightforward in their assessment of their causes for concern in the areas highlighted above. Represented in the chart below (Figure 6) are various actions respondents believe would be effective in helping them improve in the specified areas.
Forty-four respondents indicated that the most popular method for improvement would be workshops on Blackboard. Next, 39 respondents would like to attend video tutorials and 36 would like to attend external webinars. The following remedies both received 34 responses: workshops on teaching strategies and one-on-one consultations in instructional design. Virtual conferences came next with 30 responses with personal research following with 25. Discussion boards followed with 20, and, tied at 14 each, learning circles and written consultations on instructional design. Below is this list of actions in order of importance:

- Blackboard workshops
- Video tutorials
- External webinars
- Workshops on teaching strategies
- One-on-one consultations in instructional design
- Virtual conferences
- Personal research
- Discussion boards
- Learning circles
- Written consultations on instructional design
SUMMARY

While the above results may be a lot to digest in one sitting, the data collected through this survey present us with a much clearer path forward. Many of our colleagues felt they were under-equipped pedagogically or technologically to engage in remote teaching.

The top three challenges respondents say they faced were: (1) the conversion to online teaching (in this case, adapting materials and teaching styles to a digitalized format); (2) student engagement; and (3) struggles with digital technology (both the use of and access to).

In terms of sources of pride from this entire experience, instructors seemed most enthusiastic about in-roads they made toward student engagement. As for areas of success, with responses measured both quantitatively and qualitatively, respondents cited the areas of content delivery, learning assessments, and communication to be at the top of their lists. When followed up with a qualitative question, their narrative responses indicated that their top three areas of success were effective use of technology, student engagement, and communication.

Finally, when it comes to areas in need of improvement for future remote or online teaching, the three most cited were: (1) presenting course material; (2) technology; and (3) communication.

While the CTE is not presenting this report as a list of recommendations at this time, we intend to use the data collected herein as the basis for developing workshops and training sessions to address faculty members’ areas of concern for fall 2020 and beyond.

Moreover, we want to highlight the importance of celebrating faculty successes and sources of pride at this point of reflection. Many demands were placed on faculty and
instructional staff and they emerged with significant successes. When faced with students’ lack of engagement, many instructors stepped out of the box and made communication their priority – reaching out, messaging, emailing, and creating extended office hours. When faced with technological barriers, many of our colleagues called upon CITOL and made use of their available workshops to come up to speed. Reading through these narrative responses, one is struck by how much creativity UMES faculty and instructors employed to overcome obstacles and downturns with very little notice or preparation.

In this survey, respondents have shared the challenges and successes of their rapid transition to remote teaching during the spring semester of 2020. While they have imparted important feedback in terms of the work that needs to be done to remedy the shortfalls of remote teaching, they have also left us with one key takeaway:

**It IS remotely possible.**
APPENDIX A
UMES Faculty Survey: Best Practices for Remote Teaching

As this semester draws to a close, we have the opportunity to reflect on our teaching practices -- what worked? What failed? What do you wish you had known before you started? If you had to do it again (ahem, fall semester), what would you do differently?

We also have the opportunity to share our experiences with colleagues. The brilliant idea you had for a discussion in Blackboard could inspire an instructor in a different discipline to try something similar. In this spirit of collaboration, we ask that you complete this brief survey and share your best practices with the UMES community.

The Center for Teaching Excellence is in the process of creating a report based on your responses. We recognize that a survey isn’t the ideal place for reflective writing so we ask that you allow us to contact you for further details of your best practices. We would like to share our report—including your experiences—with our teaching community before the summer semester begins.

Ultimately, we want our colleagues to read the report and find suggestions they can adopt in their own teaching. Thus, the more details you can give, the better for readers to see how they might replicate your success.

The deadline to submit your survey is Friday, May 15, 2020 at 4:00 pm.

* Required

1. Email address *

2. Please let us know your faculty role *

Check all that apply.

☐ Adjunct
☐ Lecturer
☐ Assistant Professor
☐ Associate Professor
☐ Full Professor
Other: ☐ ________________________________________
3. Please let us know which department you're in *


4. For the spring 2020 semester, how many students did you have? *


5. For the spring 2020 semester, how many classes did you teach? *


6. For the spring 2020 semester, how many class preparations did you have? *


7. What would you say was your biggest challenge this semester? *


8. Why was this so challenging?
9. What are you proudest of from this semester? *


10. If you think of your successes this semester, in which of the following areas were they? (Check all that apply.) *

   Check all that apply.
   
   ☐ Content delivery (Presenting course material through lectures, videos, textbooks, readings, etc.)
   
   ☐ Active Learning Strategies (during class: group work, discussions, Kahoot, role-playing, debates, etc.)
   
   ☐ Homework Assignments (outside of class: readings, problem sets, worksheets, documentaries, etc.)
   
   ☐ Learning Assessments (Measuring learning through tests/quizzes, projects, presentations, research papers, etc.)
   
   ☐ Communication (Giving or getting feedback, moderating discussions, sending announcements, doing check-ins, etc.)
   
   ☐ Course Management (taking attendance, inputting grades, posting course materials, etc.)
   
   ☐ Technology - synchronous or asynchronous (Collaborate, Zoom, Echo 360, etc.)

   Other: ☐

11. Please share one or two examples of your successes that we can include in a "UMES remote teaching" report. (Please include specific details if possible.) *
12. And if you think of your less-than-successful areas this semester, which were they? (Check all that apply.) *

**Check all that apply.**

- [ ] Content delivery (Presenting course material through lectures, videos, textbooks, readings, etc.)
- [ ] Active Learning Strategies (group work, discussions, Kahoot, role-playing, debates, etc.)
- [ ] Homework Assignments (readings, problem sets, worksheets, documentaries, etc.)
- [ ] Learning Assessments (Measuring learning through tests/quizzes, projects, presentations, research papers, etc.)
- [ ] Communication (Giving or getting feedback, moderating discussions, sending announcements, doing check-ins, etc.)
- [ ] Course Management (taking attendance, inputting grades, posting course materials, etc.)
- [ ] Technology - synchronous or asynchronous (Collaborate, Zoom, Echo 360, etc.)

**Other:** [ ]

13. And of your less than successful areas, what actions would you be willing to take to improve those? (Check all that apply.) *

**Check all that apply.**

- [ ] Workshops on using Blackboard features led by UMES personnel
- [ ] Workshops on teaching strategies led by UMES personnel
- [ ] Video Tutorials led by UMES personnel
- [ ] Video Tutorials led by external sources
- [ ] Webinars led by external sources
- [ ] Virtual Conferences in Teaching and Learning led by external sources
- [ ] One-on-one consultations on instructional design with UMES personnel
- [ ] Written consultations on instructional design with UMES personnel
- [ ] Personal research in the scholarship of teaching and learning
- [ ] UMES Faculty Learning Circles held over the summer
- [ ] Discussion boards on Blackboard

**Other:** [ ]
14. Would you be willing to share your best practices in either an in-person workshop or a virtual workshop with your UMES colleagues this summer? *

Mark only one oval.

☐ Yes
☐ No
☐ Maybe

15. If yes or maybe, would you give us your email address below so we can contact you? (Your responses to the questions above will remain anonymous.)

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