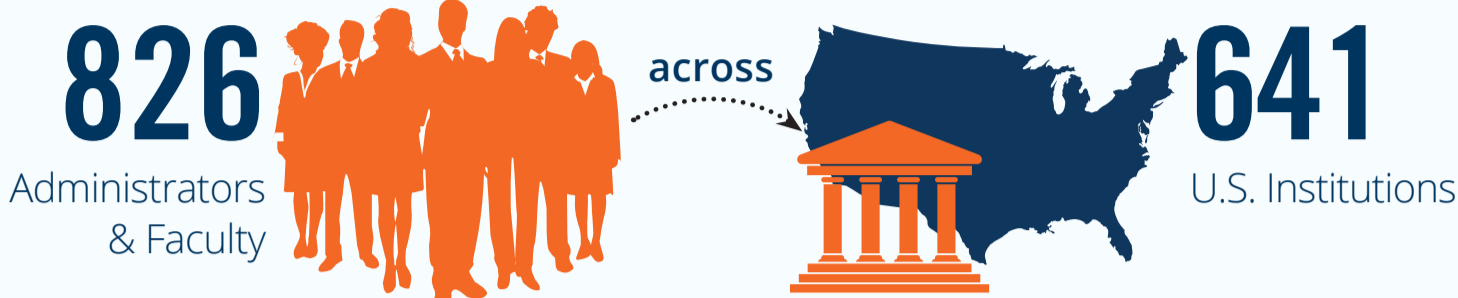# CENGAGE

Digital Learning Pulse Survey: Immediate Priorities

A Snapshot of Higher Education's Response to the COVID-19 Pandemic

The survey of higher education's immediate priorities related to the COVID-19 pandemic was conducted between April 6 and April 19 by Bay View Analytics in partnership with five leading online learning organizations and underwritten by Cengage.

ONLINE LEARNING CONSORTIUM · wcet · UPCEA Leaders in Professional Continuing and Online Education · everylearner everywhere · Canadian Digital Learning Research Association Association canadienne de recherche sur la formation en ligne

Respondents:

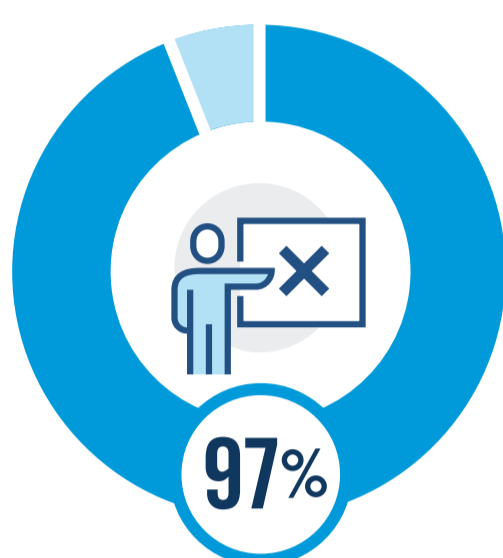**826** Administrators & Faculty → across → **641** U.S. Institutions

The Current State of Online Teaching

In order to complete the Spring 2020 term, virtually all institutions surveyed—four year public, four year private and two year—had to turn to some form of emergency distance learning and call upon faculty with no prior online teaching experience to quickly prepare themselves, their courses and their students.

90% of institutions reported transitioning some or all of their classes online
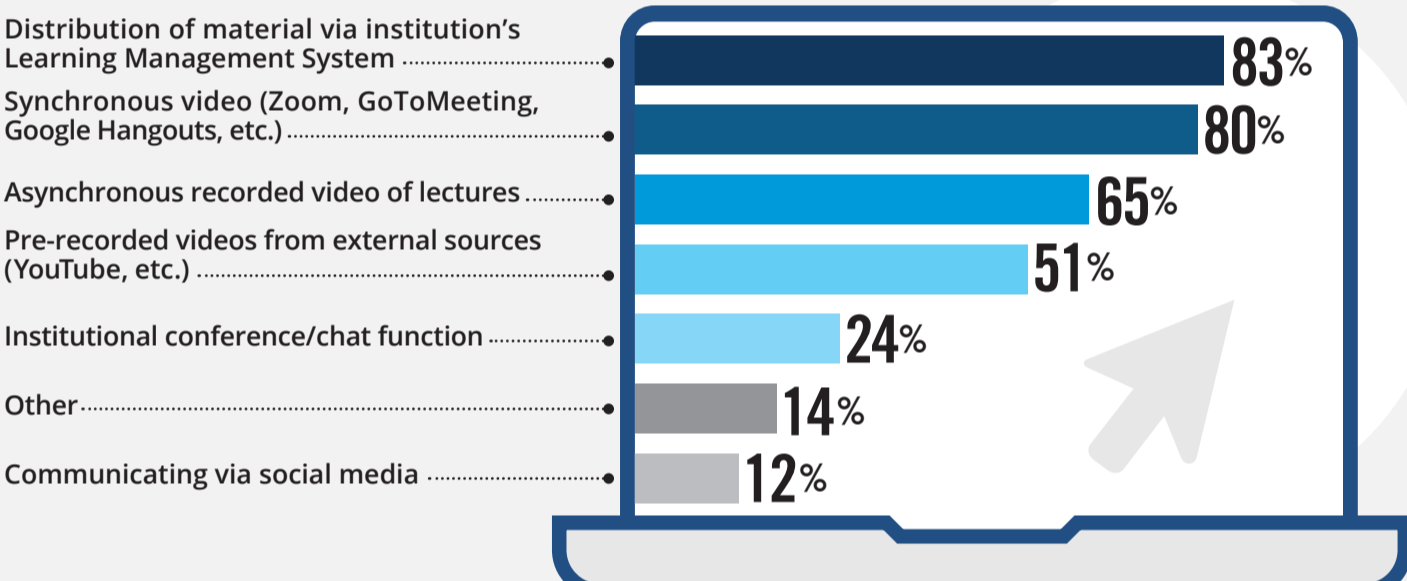
97% of institutions reported using faculty with no prior online teaching experience for some of their courses

Instruction on the Fly

Emergency online instruction is different from a pre-planned fully online course, and even experienced online instructors have had to adapt on the fly. In their best efforts to replicate in-person classes in an online environment, the majority of faculty have had to rely on new teaching methods and make adjustments to their original course curriculum.

Teaching Techniques Being Used by Faculty in Classes Moved Online

- Distribution of material via institution's Learning Management System **83%**
- Synchronous video (Zoom, GoToMeeting, Google Hangouts, etc.) **80%**
- Asynchronous recorded video of lectures **65%**
- Pre-recorded videos from external sources (YouTube, etc.) **51%**
- Institutional conference/chat function **24%**
- Other **14%**
- Communicating via social media **12%**

Changes Faculty Made When Moving Classes Online

63% "I changed the kinds of assignments or exams I am asking students to do."

48% "I lowered my expectations about the amount of work that my students will be able to do."

47% "I (or my institution) allowed students the option to choose pass/fail instead of A-F grades for this semester."

46% "I dropped some assignments or exams."

32% "I lowered my expectations about the quality of work that my students will be able to do."

17% "I dropped some of the readings that I was originally asking students to do."

16% Other

What Help is Needed?

The move online has highlighted the overwhelming need for online teaching resources, training and access to course materials in the higher ed sector. And while no one knows what learning will look like in the coming months, one thing can be agreed upon by administrators and faculty alike—in order for the transition to virtual instruction to be successful, finding ways to best support their remote students will be paramount.

What Assistance Would Be Most Helpful for Online Instruction?

 = Faculty   = Institutions

#	Assistance	Faculty	Institutions
1	Information on how best to support remote students	57%	64%
2	Greater access to online digital materials	52%	61%
3	Advice on how to adhere to accessibility requirements when moving online	44%	55%
4	Webinar for students on how to succeed in online classes	57%	54%
5	An online resource hub with links to information about how to quickly transition to online learning	48%	51%
6	Assistance with technology to support online education	44%	37%

49% of administrators believe shared emergency plans from other institutions would be helpful

39% of administrators agree support for managing organizational change at their institutions would be helpful

OVER 1/3 of faculty and administrators would find training materials on moving courses online and webinars hosted by online learning experts helpful