Faculty Experiences Transitioning to Remote Teaching and Technology
Report prepared by Jenay Robert (principal investigator) and Alex Serpi, 5/19/2020
Research supported by Penn State Teaching and Learning with Technology Innovation

Summary: This report is the result of an IRB-approved, university-wide survey of Penn State faculty distributed via Canvas and email (4/26-5/8/20, 13 days). 576 respondents met inclusion criteria: teaching at least one course, answered all closed-ended questions. Every campus and academic discipline were represented. Complete demographic data and survey instrument can be found in the Appendices. Below, we summarize the results of the survey and compare selected findings to an EDUCAUSE Center for Analysis and Research (ECAR) 2019 national survey of more than 10,000 faculty from 127 U.S. institutions.

Analysis: Here we report the first iteration of analysis. World Campus faculty were excluded from this iteration as their experiences differ significantly from residential faculty. Closed-ended items were summarized with descriptive statistics. Open-ended items were coded in NVivo 12 based on word frequency. Future analysis will include World Campus faculty and employ proportional statistical models and natural language processing.

Results:

1. Remote Teaching Challenges. The biggest challenges for faculty in the remote learning environment were

- personal time/energy (57% of respondents)
- assessment of student learning (55%)
- students’ responsiveness (50%)
- replacements for F2F tools (e.g., whiteboard) (43%)
- technical troubleshooting (36%)
- students’ availability for synchronous classes (36%)
- familiarity with apps (31%)
- students’ access to course materials (28%)
- knowledge of options for online course delivery (26%)
- access to internet (23%)
- knowledge of options for synchronous classes (22%)
- reliable hardware (12%)
- access to specialized software (14%)
- communication software (7%)
- other (24%)

Respondents who selected “other” mentioned access to specialized equipment (e.g., lab and art) and family responsibilities. They also reiterated that a lack of time was a significant challenge. In their own words:

“Lack of time to develop the materials was the greater issue, as opposed to lack of knowledge.”

“Penn State has provided resources to learn more about effective online teaching, but with the demands on my time right now with a toddler at home, there is no time for me to learn new approaches. We also had no lead time to make this transition...”

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2 Throughout this report, parenthetical percentages indicate percent of respondents who selected adjacent response.
3 F2F = face-to-face
4 All direct quotes in this report are from faculty respondents and are lightly edited for readability and confidentiality.
2. Remote Teaching Concerns. Faculty members’ biggest concerns related to remote learning were:

- student learning (74%)
- translation of course activities to remote environment (54%)
- communication with students (38%)
- online security for exams (33%)
- teaching evaluations (27%)
- impacts to tenure eligibility (27%)
- grading structure changes (19%)
- online privacy for student data (13%)
- online privacy for faculty data (12%)
- other (23%)

Respondents selecting “other” mentioned academic integrity, engagement, and student/faculty mental health.

“Making sure students were engaged during the entire ‘lecture’ was something I tried to prioritize, but it's difficult to do that when I have no idea what is going on on their end of the screen.”

“My students are so stressed, and their poor mental health affects my own, my ability to teach, and their ability to learn. I feel like I could be the perfect remote teacher and it wouldn't matter right now.”

“I am aware there are a number of ways to try and limit academic misconduct online... In the end you just have to be under the assumption that anything you use as an assessment will now be available to all future sections of the course. This is an exhausting prospect, especially if this process is going to continue for the fall...”

3. Communication. Faculty preferred local communication such as emails from their academic programs.

Some faculty selecting “other” expressed communication overload.

“None of these are ideal. Faculty are overwhelmed with communications right now.”

“Could you make one website...? There are too many separate communications at present.”

4. Resources. Faculty utilized a wide variety of resources.

- local learning designers (41%)
- IT Help Desk (37%)
- remoteteaching.psu.edu (35%)
- remotelearning.psu.edu (16%)
- campus teaching & learning center (13%)
- TLT/SITE office hours (8%)
- LinkedIn Learning (7%)
- Tech Tutors/Tech TAs (6%)
- LRN (5%)
- other (19%)
When selecting “other”, faculty listed colleagues, Canvas FAQs/tutorials, and teaching & learning seminars, but noted that “there was so much to do that there was no time to take advantage of the blizzard of offers of help.”

5. Preferences and Satisfaction. Faculty prefer the face-to-face learning environment and believe that their students do, too. This mirrors the ECAR report; only 9% of faculty preferred to teach mostly/completely online.

Overall, faculty felt Penn State supported them in the transition to remote teaching and did not necessarily “struggle” to adapt. However, faculty were mostly only neutral/in moderate agreement that Penn State supported students’ transition to remote learning, and faculty mostly agreed that students struggled to adapt.

As seen in other sections of the survey, faculty felt that the transition to remote learning negatively impacted students’ engagement, learning, and satisfaction.

However, faculty moderately agree that the shift to remote teaching resulted in improved teaching skills, and they might use some of their recently acquired skills in future classes.

“I am a much better instructor now. I always tried to ask myself: what exactly do the students need to know? when I prepared my lectures. But online teaching and learning takes more time, so I feel like I have better distilled the material I wanted to communicate down to the absolute fundamentals. I am so much more flexible now. There are all different types of ways of asking a question and preventing cheating that I never thought of and now use regularly. This experience, while difficult in many ways, was very good for me professionally.”

6. Changes in the Digital Environment. Overall, shifts in educational technology use were unsurprising. For example, Canvas and Office 365 remained highly utilized. Similarly, Zoom, synchronous class meetings, and asynchronous class options increased as expected. Fifty-eight percent of respondents reported utilizing accessibility tools and accommodations (e.g., extended test time). Similarly, 54% of ECAR respondents reported using their university’s technology support for such services.
7. Future Interest. Faculty expressed that, given more time, they would be interested in further exploring

- OER (41%)
- online assessment tools (36%)
- Kaltura (35%)
- blended learning (34%)
- Canvas (32%)
- Office 365 (31%)
- Zoom (30%)
- Adobe Creative Cloud (27%)
- accessibility tools (21%)
- Slack (18%)
- iPad/tablet (14%)
- Social Media (11%)

Notably, respondents’ interest in blended learning aligns with the findings of the ECAR faculty survey in which 51% of faculty expressed a preference for a blended learning environment.

8. Open-ended: Challenging Aspects of Remote Teaching. In an open-ended question about other remote teaching challenges, faculty expressed concern for their own well-being as well as that of their students. Time constraints and personal/home life situations served as barriers to remote teaching and learning, particularly when executed synchronously.

“I think the biggest challenge for me was the lack of time... It was also very tough on student mental health, stress, anxiety and motivation so I think that was a huge thing for them... I would address it but wasn't sure how to balance that part and the content. In a time like this, we were balancing so much that I feel like I lost track of some students in large classes.”

“I feel that we did not have enough time to adequately prepare for this. There are two faculty [here] dealing with teaching online, and one internet-ready computer... Some students told me they had younger siblings that had to attend grade school, and also some had parents that had to work on-line (or both). They didn't have enough computers/tablets and had to share to get things done.”

“Issues of access still plague my students... Students remain unable to access books and materials left in their dorm rooms.”
“Synchronous learning does not work for international students, students from low socioeconomic backgrounds, or those with limited access to technology.”

“Synchronous learning is not the best mode for students in multiple time zones, learning differences, or for certain disciplines.”

“My students have varying ability to do synchronous delivery since the switch as many of them have caregiving responsibilities or jobs with hours that changed after the switch...Some of my students do not have access to a personal computer or laptop while others did not have WIFI...”

9. Open-ended: Positive Aspects of Remote Teaching. In an open-ended question about positive aspects of remote teaching, faculty reported increased professional skills and a heightened sense of community.

“I am more intentional about learning objectives. I know how to scale things down to fit into a smaller time period so I can focus on student mental health and their needs.”

“Some students reported that they preferred remote teaching. They especially liked that I recorded and posted my synchronous lectures so they could review them again at a later time. Although I was already very familiar with Canvas and Zoom, I learned to use aspects of both that I had not used previously.”

“It taught students to be prepared to work remotely, something that they will need to do in their work life, particularly with international organizations.”

“The shift was abrupt and unanticipated and both my students and I have had to adjust rapidly. We all faced the need to be flexible at the same time and I think it created a common bond.”

“Both students and staff learned how to be flexible in a different type of learning environment in a very short amount of time. I believe this was due to the support that Penn State provided both through technology and staff support.”

“I think this shift has highlighted just how well people in my department can work together when faced with a challenge. I have greatly valued their support...”

Conclusions and Future Directions. These results have widespread implications across the Commonwealth and will be unique to each campus, academic program, and support unit. In conclusion, we pose a set of questions to generate discussion related to a variety of topics. These are in no way meant to be exhaustive.

• How can Penn State respond to faculty members’ requests for more mental health support for both themselves and students?
• How can communication mechanisms between faculty and students be improved?
• Can faculty access existing technical troubleshooting support, or do new services need to be designed?
• How can students’ access to course materials be improved, both during/after periods of remote instruction?
• How can faculty fairly assess student learning during remote instruction?
• What support for remote teaching can be implemented without requiring additional time from faculty?

Please contact the principal investigator (Jenay Robert, jrr296@psu.edu) directly for more specific insights into these data.
### Appendix A: Demographic Data

<table>
<thead>
<tr>
<th>Campus</th>
<th>Survey Responses (n)</th>
<th>Survey Responses (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abington</td>
<td>15</td>
<td>3%</td>
</tr>
<tr>
<td>Altoona</td>
<td>13</td>
<td>2%</td>
</tr>
<tr>
<td>Beaver</td>
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<td>0%</td>
</tr>
<tr>
<td>Behrend</td>
<td>28</td>
<td>5%</td>
</tr>
<tr>
<td>Berks</td>
<td>11</td>
<td>2%</td>
</tr>
<tr>
<td>Brandywine</td>
<td>12</td>
<td>2%</td>
</tr>
<tr>
<td>Carlisle</td>
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<td>0%</td>
</tr>
<tr>
<td>DuBois</td>
<td>5</td>
<td>1%</td>
</tr>
<tr>
<td>Fayette</td>
<td>5</td>
<td>1%</td>
</tr>
<tr>
<td>Great Valley</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Greater Allegheny</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td>Harrisburg</td>
<td>25</td>
<td>5%</td>
</tr>
<tr>
<td>Hazleton</td>
<td>6</td>
<td>1%</td>
</tr>
<tr>
<td>Hershey</td>
<td>10</td>
<td>2%</td>
</tr>
<tr>
<td>Lehigh Valley</td>
<td>7</td>
<td>1%</td>
</tr>
<tr>
<td>Mont Alto</td>
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<td>2%</td>
</tr>
<tr>
<td>New Kensington</td>
<td>5</td>
<td>1%</td>
</tr>
<tr>
<td>Schuylkill</td>
<td>6</td>
<td>1%</td>
</tr>
<tr>
<td>Scranton</td>
<td>7</td>
<td>1%</td>
</tr>
<tr>
<td>Shenango</td>
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<td>0%</td>
</tr>
<tr>
<td>University Park</td>
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<td>66%</td>
</tr>
<tr>
<td>Wilkes-Barre</td>
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<td>0%</td>
</tr>
<tr>
<td>York</td>
<td>9</td>
<td>2%</td>
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<table>
<thead>
<tr>
<th>Discipline</th>
<th>Survey Responses (n)</th>
<th>Survey Responses (%)</th>
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<tbody>
<tr>
<td>Agricultural Sciences</td>
<td>41</td>
<td>7%</td>
</tr>
<tr>
<td>Arts &amp; Architecture</td>
<td>66</td>
<td>12%</td>
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<tr>
<td>Business</td>
<td>37</td>
<td>7%</td>
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<tr>
<td>Communications</td>
<td>15</td>
<td>3%</td>
</tr>
<tr>
<td>Earth &amp; Mineral Sciences</td>
<td>15</td>
<td>3%</td>
</tr>
<tr>
<td>Education</td>
<td>33</td>
<td>6%</td>
</tr>
<tr>
<td>Engineering</td>
<td>41</td>
<td>7%</td>
</tr>
<tr>
<td>Health &amp; Human Development</td>
<td>46</td>
<td>8%</td>
</tr>
<tr>
<td>Information Sciences &amp; Technology</td>
<td>20</td>
<td>4%</td>
</tr>
<tr>
<td>Law</td>
<td>13</td>
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<tr>
<td>Liberal Arts</td>
<td>123</td>
<td>22%</td>
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<tr>
<td>Medicine</td>
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<td>1%</td>
</tr>
<tr>
<td>Nursing</td>
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<td>4%</td>
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<tr>
<td>Science</td>
<td>76</td>
<td>14%</td>
</tr>
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<td>Work Role</td>
<td>Survey Responses (n)</td>
<td>Survey Responses (%)</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Administrator</td>
<td>12</td>
<td>2%</td>
</tr>
<tr>
<td>Clinical</td>
<td>6</td>
<td>1%</td>
</tr>
<tr>
<td>Non-tenure-line Research Faculty</td>
<td>10</td>
<td>2%</td>
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<tr>
<td>Non-tenure-line Teaching Faculty</td>
<td>282</td>
<td>51%</td>
</tr>
<tr>
<td>Staff</td>
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<td>Tenure-line Faculty</td>
<td>226</td>
<td>41%</td>
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<tr>
<th>Teaching Experience (years)</th>
<th>Survey Responses (n)</th>
<th>Survey Responses (%)</th>
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</thead>
<tbody>
<tr>
<td>5 or less</td>
<td>97</td>
<td>18%</td>
</tr>
<tr>
<td>6-10</td>
<td>100</td>
<td>18%</td>
</tr>
<tr>
<td>11-15</td>
<td>98</td>
<td>18%</td>
</tr>
<tr>
<td>16-20</td>
<td>97</td>
<td>18%</td>
</tr>
<tr>
<td>21-25</td>
<td>64</td>
<td>12%</td>
</tr>
<tr>
<td>25 or more</td>
<td>95</td>
<td>17%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary Student Type*</th>
<th>Survey Responses (n)</th>
<th>Survey Responses (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>488</td>
<td>89%</td>
</tr>
<tr>
<td>Graduate</td>
<td>125</td>
<td>23%</td>
</tr>
<tr>
<td>Pre-professional</td>
<td>7</td>
<td>1%</td>
</tr>
</tbody>
</table>

*Some teach a 50/50 mix of Undergraduate/Graduate

<table>
<thead>
<tr>
<th>Spring Course Load (n)</th>
<th>Survey Responses (n)</th>
<th>Survey Responses (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>150</td>
<td>27%</td>
</tr>
<tr>
<td>2</td>
<td>161</td>
<td>29%</td>
</tr>
<tr>
<td>3</td>
<td>132</td>
<td>24%</td>
</tr>
<tr>
<td>4+</td>
<td>108</td>
<td>20%</td>
</tr>
</tbody>
</table>
Appendix B: Faculty Remote Learning Survey

Thank you for participating in this survey. Your answers will allow us to better understand your experiences teaching during the COVID-19 pandemic and further develop Penn State services to support your teaching. Your responses are confidential and will only be reported in aggregated formats. Participation in this research is completely voluntary and should take no longer than 10 minutes. Continuing this survey implies your voluntary consent to participate in this research.

If you have any questions, please contact the principal investigator, Jenay Robert, at jrr296@psu.edu or the Office of Research Protections at (814) 865-1775, ORProtections@psu.edu.

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Part 1: Demographic data
This section asks you a few questions about yourself. This data is used to help us group answers and draw meaningful conclusions. This data is not used to identify you as an individual.

Primary work role:

- tenure-line faculty
- non-tenure-line teaching faculty
- non-tenure-line research faculty
- clinical faculty
- staff
- administrator
- other ____________________________

Display This Question:
If Primary work role: = other
Primary work role, other:

Page Break

Primary campus:

- Abington
- Altoona
- Beaver
- Behrend
Display This Question:
If Primary campus:  = other
Primary campus, other:

Page Break

Primary college/academic unit:
○ agricultural sciences
○ arts and architecture
○ business
○ communications
○ earth and mineral sciences
○ education
○ engineering
○ health and human development
○ information sciences and technology
○ international affairs
○ law
○ liberal arts
○ medicine
○ nursing
○ science
○ other ________________________________________________

Display This Question:
If Primary college/academic unit: = other
Primary college/academic unit, other:

________________________________________________________________

Page Break

Years of teaching experience:
○ 5 or less
○ 6-10
○ 11-15
○ 16-20
○ 21-25
○ 25 or more
This semester (Spring 2020), are you primarily teaching:

☐ undergraduate students

☐ graduate students

☐ pre-professional students

☐ other ________________________________

How many courses are you currently teaching (Spring 2020)?

☐ 0

☐ 1

☐ 2

☐ 3

☐ 4+

Skip To: End of Survey If How many courses are you currently teaching (Spring 2020)? = 0

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Part 2: Remote Teaching and Learning

On March 16, Penn State shifted from normal operations to remote teaching and learning in response to the COVID-19 pandemic. This survey asks about teaching and learning experiences before and after March 16.

Which of the following have been a challenge for you since the transition to remote learning? (Check all that apply.)

☐ Access to reliable internet service

☐ Access to reliable communication software/tools (e.g., Zoom, MS Teams, Google)

☐ Access to a reliable digital device (e.g., laptop, tablet, mobile device)

☐ Access to specialized software (e.g., Adobe products, statistical packages)

☐ Troubleshooting technical issues
Which of the following have been a challenge for your students since the transition to remote learning? (Check all that apply.)

- Access to reliable internet service
- Access to reliable communication software/tools (e.g., Zoom, MS Teams, Google)
- Access to a reliable digital device (e.g., laptop, tablet, mobile device)
- Access to specialized software (e.g., Adobe products, statistical packages)
- Troubleshooting technical issues

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Which of the following have been challenging for you in adapting course design and/or assignments to remote learning? (Check all that apply.)

- My level of familiarity with online applications (e.g., Canvas, Zoom, Kaltura)
- Adequate digital replacements for face-to-face collaboration tools (e.g., whiteboards)
- My knowledge of options for online course delivery
- My knowledge of options for holding synchronous online class sessions
- My personal time or energy to effectively adapt
- Assessment of student learning in the remote learning environment
- Students’ access to course materials (e.g., textbooks)
- Students’ responsiveness to communication
- Students’ availability for synchronous class sessions
- Other (please specify): ________________________________

What are your biggest concerns with the transition to remote learning so far? (Check all that apply.)

- Student learning
☐ The translation of course lessons or activities to a remote environment

☐ Changes to grading structures (e.g., pass/fail, credit/no-credit)

☐ Communication with my students

☐ Online privacy, protection of student data

☐ Online privacy, protection of my personal data

☐ Evaluations of my teaching effectiveness

☐ Impacts to tenure eligibility

☐ Security/privacy in proctoring online exams

☐ Other (please specify): ___________________________________________

Page Break
To what extent do you agree with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have struggled with adapting to remote teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Penn State has provided adequate support to help me transition to remote teaching.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>My personal preference is for face-to-face teaching.</td>
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</tr>
<tr>
<td><strong>My students</strong> have struggled with adapting to remote learning.</td>
<td></td>
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</tr>
<tr>
<td>Penn State has provided adequate support to help my <strong>students</strong> transition to remote learning.</td>
<td></td>
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</tr>
<tr>
<td><strong>My students</strong> prefer face-to-face learning.</td>
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<tr>
<td>Remote teaching has improved my students’ learning.</td>
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<tr>
<td>Remote teaching has</td>
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</tbody>
</table>
improved my students’ level of engagement. Remote teaching has improved my students’ overall level of satisfaction with my course(s). Adapting to remote teaching has improved my teaching abilities. In future face-to-face courses, I will implement some of the new practices I recently adopted for remote teaching.

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What University resources have you been using during the shift to remote instruction? (Check all that apply.)

☐ https://remoteteaching.psu.edu/
☐ https://remotelearning.psu.edu/
☐ TLT/SITE Virtual Office Hours
☐ Tech Tutors
☐ Tech TAs
What is the best way for the University to inform you of resources for teaching and learning? (choose one)

- Penn State news outlets (e.g., Penn State Today)
- Campus communications (e.g., messages from chancellors)
- College/department/program communications (e.g., messages from deans/department heads)
- Listserv(s) (please specify): _________________________________
- Social media (please specify): _________________________________
- Canvas alerts
- Word of mouth
- Other: _________________________________

Page Break
PRIOR TO March 16th, how often did you use the following for teaching:

<table>
<thead>
<tr>
<th></th>
<th>very frequently (two or more times per week)</th>
<th>frequently (once per week)</th>
<th>occasionally (one to two times per month)</th>
<th>rarely (one to two times per semester)</th>
<th>very rarely (one to two times per year)</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canvas</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Zoom</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Kaltura</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Microsoft Office 365 (Teams, OneNote, Outlook, etc.)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Google’s G Suite for Education (Google Drive, Hangouts Chat, etc.)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Social media, (e.g., Twitter, Instagram, Snapchat, TikTok, LinkedIn)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
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<tr>
<td>Slack</td>
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<td>Adobe Creative Cloud</td>
<td>o</td>
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<tr>
<td>Open educational resources (educational content available at no cost to students)</td>
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</tr>
<tr>
<td>Asynchronous (i.e., recorded) videos created by you</td>
<td>o</td>
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</tr>
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<td>Asynchronous (i.e., recorded) videos created by a third party (e.g., Khan Academy)</td>
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</tr>
<tr>
<td>Synchronous (i.e., live broadcast) class sessions</td>
<td>o</td>
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</tbody>
</table>
Accessibility tools and accommodations (e.g., transcription/closed captioning, modified exam times)
Online assessment tools (e.g., Respondus, Quizium)
iPad/tablet
Integrated face-to-face/online instruction (e.g., flipped/blended learning)
Other (text box)
Other (text box)

Page Break
**SINCE** March 16th, how often have you used the following for teaching:

<table>
<thead>
<tr>
<th></th>
<th>very frequently (two or more times per week)</th>
<th>frequently (once per week)</th>
<th>occasionally (one to two times per month)</th>
<th>rarely (one to two times per semester)</th>
<th>very rarely (one to two times per year)</th>
<th>never</th>
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</thead>
<tbody>
<tr>
<td>Canvas</td>
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<tr>
<td>Kaltura</td>
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<td>o</td>
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<td>o</td>
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<tr>
<td>Microsoft Office 365</td>
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<td>o</td>
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<td>o</td>
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<tr>
<td>Google’s G Suite for Education</td>
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<td>Social media, (e.g., Twitter, Instagram, Snapchat, TikTok, LinkedIn)</td>
<td>o</td>
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iPad/tablet
Integrated face-to-face/online instruction (e.g., flipped/blended learning)
Other (text box)
Other (text box)

If you had more free time, which of the following would you like to explore in greater depth? (select all that apply)

☐ Canvas
☐ Zoom
☐ Kaltura
☐ Microsoft Office 365 (Teams, OneNote, Outlook, etc.)
☐ Slack
☐ Adobe Creative Cloud
☐ Social media, (e.g., Twitter, Instagram, Snapchat, TikTok, LinkedIn)
☐ Open educational resources (educational content available at no cost to students)

☐ Accessibility tools and accommodations (e.g., transcription/closed captioning tools)

☐ Online assessment tools (e.g., Respondus, Quizium)

☐ iPad/tablet

☐ Integrated face-to-face/online instruction (e.g., flipped/blended learning)

☐ Other (text box) ________________________________________________

☐ Other (text box) ________________________________________________

Page Break

Optional: Please describe any positive aspects of the shift to remote teaching that have not been addressed elsewhere in this survey.
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Optional: Please describe any challenging aspects of the shift to remote teaching that have not been addressed elsewhere in this survey.
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Page Break

Are you interested in being contacted to participate in a follow-up Zoom interview about your remote teaching experiences?

☐ Yes

☐ No

Display This Question:
If Are you interested in being contacted to participate in a follow-up Zoom interview about your rem... = Yes
Please enter contact information

☐ Full name ________________________________________________

☐ PSU email address (i.e., xyz123@psu.edu) ____________________________