



# APART Remote Teaching Survey

## Introduction

During this spring, in response to the COVID-19 pandemic, MIT made the decision to rapidly transition to remote teaching. We acknowledge that this presented a huge challenge for you and the rest of your teaching team, and your extraordinary efforts under these trying circumstances are much appreciated.

The purpose of this survey is to assess the remote teaching experience of MIT faculty and other instructional staff, and to help MIT better understand how instructors' stresses and difficulties could be mitigated should remote learning be implemented in the future. To improve remote teaching, it is important that we understand the challenges faculty and instructors faced this spring, the opportunities that emerged, and the lessons learned from this experience.

This survey asks about your general experience this semester, as well as specific subjects.

This survey is voluntary, and you may skip any questions that you prefer not to answer. Responses will be shared verbatim with the leadership of your department and certain members of the administration involved in supporting online learning. We may connect other data to your survey response.

Aggregate results of this survey will be made available to the MIT community.

If you have any questions about this survey, please contact [remote-experience-survey@mit.edu](mailto:remote-experience-survey@mit.edu)

## General Information

What do you consider to be your primary academic department?

If "other," please specify department:

Did you teach more than one subject this spring?

Yes

No

Do you have previous experience with teaching online subjects/modules, blended learning, or MOOCs?

Yes

No

Please describe the extent of your experience with online teaching, blended learning, or creating a MOOC.

Select all that apply.

- Recorded video lectures
- Re-designed a subject/module for online delivery (not just placed content online)
- Taught in a flipped classroom model

Facilitated online-discussion forums (e.g., Piazza, Discord, Slack)

Other:

## Overall challenges and opportunities with remote teaching

### Overall challenges and opportunities with remote teaching

In this section you will have the opportunity to tell us about the challenges and opportunities you faced with remote teaching. Other questions are provided in different sections of this survey to gather information about particular changes in format, assessments, student engagement and more.

**What challenges (personal, professional, technological, etc.) made teaching remotely difficult for you?**

**What are you most proud of in the face of the changes required?**

**Which resources would have been helpful for transitioning and implementing your course remotely that were not available to you?**

**What silver linings, if any, were afforded by teaching remotely?**

**What would you do differently?**

**About the course**

**Background about the class**

**Please indicate the number associated with the subject you taught this spring.**

If you taught more than one subject please complete the survey with one specific subject in mind; at the end of the survey you will have a chance to share responses for other subjects you taught this semester.

**Please indicate your role within this subject.**

- Instructor or lecturer
- Recitation instructor
- Lab instructor
- Writing instructor
- Other:

**To what extent to you agree with the following statements?**

**Given the extenuating circumstances, I am pleased with the:**

Strongly agree      Somewhat agree      Neither agree nor disagree      Somewhat disagree      Strongly disagree

quality of the teaching I was able to provide during the remote portion of the subject.

extent of student learning achieved during the remote portion of the subject

**Approximate enrollment in this subject:**

- Less than 10
- 10 to 20
- 21 to 50
- 51 to 80
- 81 to 120
- 121 to 300
- More than 300

**Please indicate the approximate percentage of undergraduate and graduate students in your subject.**

1st year undergraduate students	<input type="text" value="0"/> %
2nd year undergraduate students	<input type="text" value="0"/> %
3rd year undergraduate students	<input type="text" value="0"/> %
4th year and beyond undergraduate students	<input type="text" value="0"/> %
Graduate students	<input type="text" value="0"/> %
Total	<input type="text" value="0"/> %

**Subject is:**

Select all the options that best describe your subject.

- Part of the core curriculum in an undergraduate major
- Part of graduate core curriculum
- Satisfies the General Institute Requirements
- An elective

### Approximate fraction of students learning remotely from:

	Not sure	None	Less than half	About half	More than half	All
a time zone different from MIT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
time zones greater than +/- 3 hours from MIT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please describe the modifications that were made to your subject format, learning activities, and assessments to accommodate students in different time zones.**

**What percentage of the subject contact hours were offered synchronously?**

Synchronous online teaching and learning involves scheduled, real-time interactions among instructors and students in a virtual space (e.g., via Zoom).

- Not sure
- None
- Less than half
- About half
- More than half
- All

## Format of the Subject

### Format of the Subject

Which of the following were students expected to do on a regular basis while *on campus?*

Select all that apply.

- Watch segmented videos interspersed with online learning activities (e.g., on MITx)
- Watch pre-recorded lecture videos
- Watch short, pre-recorded videos of worked-out examples
- Attend lectures
- Attend labs
- Attend discussion sessions
- Attend recitations with instructor/TA
- Other:

Which of the following were students expected to do *while remote?*

Select all that apply.



- Watch segmented videos interspersed with online learning activities (e.g., on MITx)
- Watch pre-recorded lecture videos
- Watch short, pre-recorded videos of worked-out examples
- Attend live, virtual lectures and/or discussions with instructor and other students present
- Attend live, virtual recitations with instructor/TA
- Other:

**Did you record new videos because of the transition to remote teaching?**

Yes

No

**Did you record any of these videos on campus?**

Yes

No

**What would you change about the asynchronous elements that you employed if you taught this subject remotely again?**

**Number of hours per week a given student was expected to attend live, virtual class sessions (e.g., lectures, discussions, recitations or lab**

sessions) if they could:

On average, what percentage of students actually attended live virtual:

	Not sure/NA	None	Less than half	About half	More than half	All
class session?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recitations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Did you provide a recording of the class to your students afterwards?

Yes  No

## Engagement & Community Building Methods

### Engagement & Community Building Methods

Which of the following opportunities for student-instructor interaction did you engage in?

Select all that apply.

- Virtual office hours
- Discussions on a discussion forum (e.g., Piazza, Discord, Slack)
- 1:1 meetings with students (beyond office hours)
- Virtual meetings with small groups of students (beyond office hours)

Other:

### Which of the following engagement techniques did you use when you taught *on campus*?

Select all that apply.

- Ask the whole class a question and call on 1-2 volunteers to respond
- Ask the whole class a question and collect open-ended responses on a shared workspace (e.g., Google doc, whiteboard)
- Ask students for their questions
- Respond to students' questions
- Poll the whole class and collect responses to a multiple choice question
- Small group discussions or problem solving
- Other:

### Which of the following engagement techniques did you use during live *online teaching*?

Select all that apply.

- Ask the whole class a question and call on 1-2 volunteers to respond
- Ask the whole class a question and collect open-ended responses on a shared workspace (e.g., Google doc, whiteboard)
- Ask students for their questions (i.e., via chat or raising hands)
- Regularly respond to questions asked via chat or raising hands
- Poll the whole class and collect responses to a multiple-choice question
- Small group discussions or problem solving (e.g., in a breakout room)
- Other:

### What would you change about your engagement and community building

## methods if you taught this subject remotely again?

## Assessments

### Assessments

**Which of the following determined whether a student received PE, NE, or IE?**

Select all that apply.

- Assignments due at a regular interval (e.g., Psets, writing assignments)
- Pre-class or in-class activities
- Quizzes
- Mid-term written exams
- Mid-term oral exams
- Mid-term papers/projects/performances
- Final written exam
- Final oral exam
- Final paper/project/performance
- Other:

**Please describe the logistics: how was the exam distributed to students, any type of proctoring used, the time given for the exam, and how students**

**submitted their responses.**

**How were expectations about academic integrity handled?**

**Do you have any lessons learned to share with your colleagues regarding assessments?**

**What would you change about your assessment plan if you taught this subject remotely again?**

## Hands-on, performance, and discussion-based classes

### Hands-on, performance, and discussion-based classes

When taught on campus, what portion of the subject activities are:

	None	Less than half	About half	More than half	All
discussion-based	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
performance-based (music or theater performances)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
require hands-on work (labs, projects, fieldwork, studio work)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Did going remote require you to change the learning goals for the associated discussion, performance, or hands-on portions?

Yes

No

**What changes did you make to your learning goals? How did you accomplish them?**

**How did you accomplish your learning goals?**

**Is it reasonable to continue to offer this subject in a remote format if needed?**

Yes

No

**Please use the space below to explain your response above.**

## TA support

### TA support

Did this subject have undergraduate and graduate student TAs?

Yes

No

Which of the following opportunities for student-instructor interaction did your teaching assistants engage in?

Select all that apply.

- Virtual office hours
- Discussions on a discussion forum (e.g., Piazza, Discord, Slack)
- 1:1 meetings with students (beyond office hours)
- Virtual meetings with small groups of students (beyond office hours)
- Other:

How were your TAs most helpful in the remote context?

## Overall



## Overall

**In what ways did you change the subject based on student feedback?**

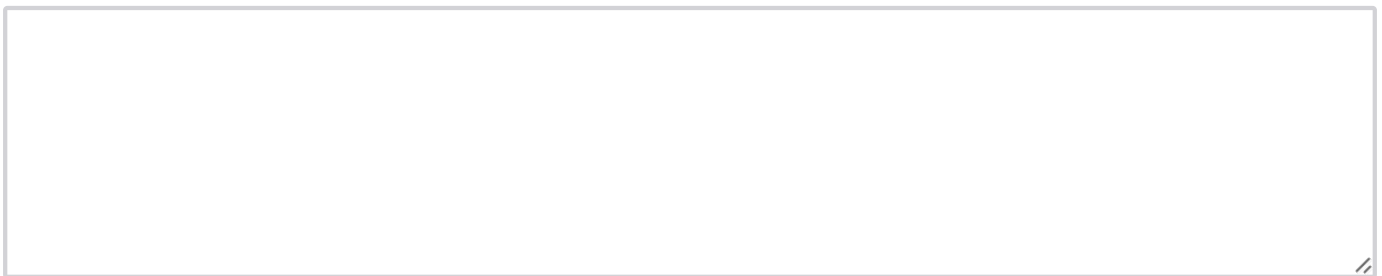
**Was there any actionable feedback that you were not able to address?  
Please explain.**

**Which tools did you use in the spring that you would continue to use in the future?**

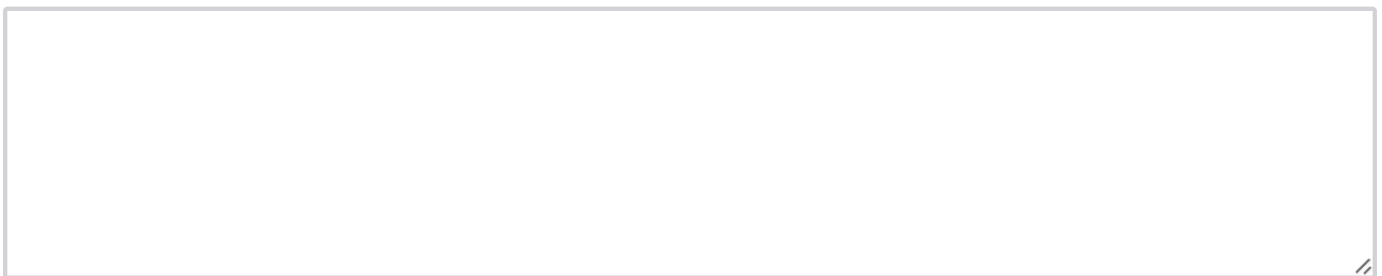
**What resources provided by your department, school, or the Institute were helpful for transitioning and implementing your course remotely?**



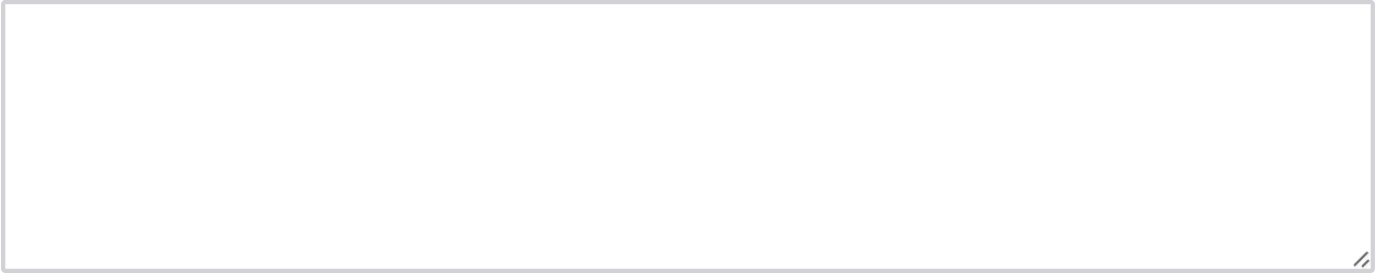
**Did you create any resources that would be useful to share more broadly with the MIT community? Please describe.**



**Do you have any other feedback or thoughts about your experience teaching remotely that you would like to share?**



**Please use this space to comment on challenges and/or opportunities associated with teaching more than one subject remotely**



**Please click "Save and Submit" below to complete your response.**

**If you taught multiple subjects and would like to complete the survey again for another subject, click "Save and Submit" below and follow the link on the next page.**

Powered by Qualtrics