**Report on the student evaluation of online education - I**

*Date: 24-04-2020, results in week 2 period 5*

In week 2 of period 5 a student evaluation survey about online education at FASoS was offered to all students. We want to give students the opportunity to share their experiences with our online educational offer during the first month of COVID-19 measures.

The number of respondents for this survey is 45. In answer to the questions, most students show that they have swiftly adapted to the new situation. Some of them express that they experience stress because of being in another study environment, worries about sick relatives or loosing income. Indicated study related issues that cause stress are lack of good internet connections, experiencing more workload being in an isolated position and figuring things out more by yourself, worries about the possibility of having to pay another year’s tuition and dealing with deadlines that have remained the same.

The questions in the survey focus on different types of online platforms, organisation of online meetings, communication and PBL. Additionally, students were given the opportunity to communicate other issues they have run into during their transition to a different learning environment.

Platforms

Zoom is used the most as a platform for online education. Next to this platforms such as Blackboard Collaborate Ultra, Skype and YouTube are used. Students also use StudentPortal to view uploaded podcasts, videos, etc. Whatsapp is also a way to get information for students.

What are we doing well in our online education?

*Organisation of online education*

The ability of teaching staff to adapt to the new situation, is very much appreciated by students. Academic staff knows how the platforms function. Overall, the organisation of the online education is going well. Links to the meetings are easy to access either via the um-mail or via Student Portal and for most students connection is good, especially when using Zoom.

Online meetings are scheduled like normal tutorials. Both the size of the groups and the length of the meetings are good, while breaks are also appreciated. A Q&A session at the end of a meeting is very helpful. The feel of a tutorial in person is created by the clear structure of the meetings and the use of tools, e.g. the hand raising function. Students greatly appreciate everyone to be involved. The camera and microphone are rather used to this purpose than the chat. Next to these tools, the use of the whiteboard during discussion, power point presentation and the possibility to divide into subgroups, are mentioned as good working elements.

*Online communication*

Overall, the communication between student and tutor/course coordinator is going well. Rules for communication during a tutorial in Zoom have been clearly communicated by the tutors. Information for the course/tutorial, is sent via e-mail and through the discussion board on Student Portal. Students like the fact that staff is always available for questions both during and outside of tutorials. They feel they can ask questions regarding content, practicalities and difficulties and that their e-mails are answered fast. If necessary, staff is also open to more intensive, 1-on-1 communication.

Students are content about the offered structure in online tutorials. Some of them like the fact that learning goals are sent via e-mail in order for them to be aware of the expectations for the course. Receiving learning goals before the online tutorial helps to structure the discussion and saves workload afterwards in figuring out what exactly is expected. Some tutors send learning goals afterwards, or place them on the Student Portal, which also helps the student to keep a clear view on the learning process.

For their communication with fellow students, students use a wide range of online communication tools. These include Whatsapp, Facebook, Google Docs, Zoom, Skype, etc. The discussion board on Student Portal is used, as well as the file sharing option and um-mail are used for pre- and post-discussions.

*Other issues that are going well*

In addition to the things mentioned above, students like the updates from both FASoS and the university and the acknowledgment that this situation is hard for everyone.

How could we improve our online teaching at FASoS?

*Organisation of online education*

Students suggested to improve the frequent use of tools for specific elements. The use of the camera and microphone is preferred, as well as the whiteboard, for tutors and fellow students to motivate everyone present and to actually be an active partaker in the tutorial. Using an online platform for tutorials, often makes it difficult to have a note-taker. Students suggest to use a shared Google document as an option next to the whiteboard. They prefer to have the normally timed tutorials, but with more breaks during the session, in order for them to maintain their level of being involved. Next to this, alternative learning methods can be used such as games and interactive quizzes instead of practical activities. Also, students suggest using one platform for all courses. Students ask for considerations, where possible, of the different time zones they are in, when scheduling tutorials. In order for students to organize their studies and preventing an increase in workload, it would help to provide a summary after each tutorial. Another suggestion is to upload lectures and lecture slides on Student Portal throughout the whole course.

*Online communication*

The majority of the students is very content about the communication with their tutor or course coordinator. Suggestions are made to streamline communication, applicable to all students of a course, by using the announcement function on Student Portal. Next to this, the specific expectations of a course, concerning intended learning outcomes, assessment, deadlines and practicalities, could be communicated more explicitly in some cases. One on one communication with the tutor or course coordinator could be helpful, e.g. via Skype, for feedback moments.

For improvement of communication among students, it is suggested for the tutor or course coordinator to create a tutorial page on Student Portal and using the file sharing function. Furthermore, subgroups in the platforms could be used more often for the enhancement of communication.

*Other issues that could be improved*

In general, many students ask FASoS, and the university, for more awareness about the position students are in. They ask for flexibility concerning attendance and deadlines, and leniency in general. The idea is mentioned to also look at other international universities, such as the British, for the implementation of Corona related policy regarding leniency. International students want more translated information about the situation in the Netherlands, or a clear communication on where to find this information. Services such as the international student help desk, the visa and the admissions office should have an online presence. Next to this, the accessibility to literature should be improved.

PBL in online teaching

According to students, the self-directed element has been most present for them in studying over the last few weeks. It has actually increased because of the fact that students are studying in a more isolated position. Constructive takes the second place. Students remark that prior knowledge is activated while preparing for a tutorial and used in online discussions.

The elements collaborative and contextual are the least present PBL elements in our online present education. Students find it harder to collaborate because there is no contact in person. Students note that the context suffers because of the lack of in-depth conversation. Overall, students find that the quality of the PBL system suffered since the move to online education. Chairing a tutorial as a student is more difficult, especially when it comes to involving fellow students. They note that the role of the tutor is more important during online sessions regarding guidance, structuring and reflecting.

*We hope to communicate the outcomes of the second student survey on online education in week 6 of period 5, around May 15th.*