1 in 4 students are international on average, students reported a 32% decrease in their course engagement after the transition to online teaching.

Challenges to transitioning to the online context:

- Unable to focus on studies due to non-academic-related challenges
- Navigating the different ways instructors are changing courses
- Too many emails
- Lack of student input into course decisions
- Weighting of assignments changed adding more emphasis on final submissions
- Learning a lot of new technology without much/any support
- Required attendance in live online forums
- Instructor unavailable
- Required to attend my online lecture at a new time

Students’ biggest challenges to engagement, well-being and learning:

- Lack of focus due to:
  - anxiety, stress, uncertainty, low motivation, and personal circumstances
  - inability to manage time
  - lack of responsiveness from TA or instructor

- Lack of flexibility on assignments and grading
- Internet and technological issues
- Navigating the different ways each instructor teaches remotely

More than 70% of students felt supported by their instructor in the transition to online learning.
Students highly valued having the option to have a combination of synchronous and asynchronous learning.

54% of students highly preferred a combined approach between synchronous and asynchronous lectures.

3/5 students said that live online lectures which can also be viewed later was their most preferred method for lecture delivery.

**STUDENTS' PERCEIVED BENEFITS OF ASYNCHRONOUS LECTURES:**

- **Flexibility:** Ability to revisit or stop as needed
- **Ability to align course demands with personal life demands and time zones**
- **Less technological glitches and more concise content.**

**STUDENTS' PERCEIVED BENEFITS OF SYNCHRONOUS LECTURES:**

- **Interaction with professors and peers**
- **Helps with accountability and time management**
- **Aids with sense of normalcy and predictability**

In both live and pre-recorded lectures, students benefit from interactive tools that mitigate the sense of impersonal instruction.
### STUDENTS’ RESPONSE TO ASSESSMENT OPTIONS

- **Having choices in which assignments & tests to complete**
- **Being able to re-weight my assignment % values**
- **Having flexibility in assignment deadlines**

### WHAT STUDENTS VALUED MOST DURING THE ONLINE TRANSITION:

**Communication**
- Online office hours, availability to answer questions
- Regular check-ins and discussion posts
- Acknowledgement of the situation; empathy
- Feeling heard and incorporating student feedback
- Standard and concise delivery across instructors

**Flexibility**
- Agency around deadlines
- Re-weighting value of assignments
- Having options on which assignments to complete
- Options for learning materials, resources and LT

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**ASSESSMENTS AND FINAL EXAMS**

![Bar chart showing students' responses to assessment options]

- **Beneficial to both**: 47.3%
- **Option not given**: 22.6%
- **Beneficial to well-being**: 15.6%
- **Beneficial to learning**: 9.8%
- **Not beneficial**: 4.7%

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**STUDENTS’ RESPONSE TO ASSESSMENT OPTIONS**

- **Beneficial to well-being**: 54.6%
- **Beneficial to learning**: 19.1%
- **Beneficial to both**: 14.8%
- **Not beneficial**: 9.1%
- **Option not given**: 4.2%

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**STUDENTS’ RESPONSE TO ASSESSMENT OPTIONS**

- **Beneficial to well-being**: 44.7%
- **Beneficial to learning**: 18.8%
- **Beneficial to both**: 14.8%
- **Not beneficial**: 9.6%
- **Option not given**: 7.8%