LEARNING DURING A PANDEMIC

SPRING 2020 FINDINGS

Key quantitative and qualitative data was collected via student surveys during the spring quarter to understand the impact of COVID-19 on student learning.

Adopt these successful approaches:

- Set clear expectations from the start
- Increase time for student discussion
- Share class materials and recordings asynchronously
- Organize course resources and make them easy to find online
- Conduct more frequent, lower-stakes assessments
- “Chunk” course content into more manageable pieces

Here’s why:

- For 53.6% of respondents, internet connectivity was the most prevalent technical issue.
- Mandatory online class-time attendance was the most commonly reported academic issue.
- Students are in different time zones.
- Many find it harder to focus on material than in in-person classes.
- 73.6% of respondents cited emotional or physical burnout as an issue.
- Over a quarter of respondents reported financial instability such as loss of income, job loss and housing/food insecurity.

1 UW mid and end quarter course evaluations from spring 2020, compiled by UW Information Technology and Office of Educational Assessment
2 UW’s COVID-19 Climate Student Survey, conducted by ASUW/GPSS to all UW students (graduate, professional, undergraduate, and certificate) during the third week of spring quarter 2020. 3588 responses, 98% of responses were from Seattle (only UW-S findings reported here). 57% of respondents were undergraduates.

*Click here for the current data to support teaching & learning during a pandemic.

CLICK HERE for UW resources and support for teaching remotely