

ONLINE COMMUNICATION AND ASSESSMENT PRACTICES DURING THE COVID PANDEMIC: A STUDY OF THE PORTUGUESE HIGHER EDUCATION STUDENTS' PERCEPTIONS

Ana Paiva, Ana Loureiro, Ana Runa, Carlos Seco, Elizabeth Mendes, Hugo Pereira, Inês Messias, João Paz, Lina Morgado, Márcia Vieira, Nuno Oliveira, Paula Cardoso

LE@D LABORATÓRIO DE EDUCAÇÃO A DISTÂNCIA E E-LEARNING

FCT Fundação para a Ciência e a Tecnologia

REPÚBLICA PORTUGUESA | CIÊNCIA, TECNOLOGIA E INOVAÇÃO

AbERTA
www.uab.pt



EDEN 2021
VIRTUAL ANNUAL CONFERENCE
21-24 June 2021



SUMMARY

Introduction

Context

Objectives of the Study

Methods

Results

Conclusions

INTRODUCTION



Credit: <https://thumbor.forbes.com>



EDEN 2021
VIRTUAL ANNUAL CONFERENCE
21-24 June 2021



CONTEXT



Credit: <https://www.ualberta.ca>



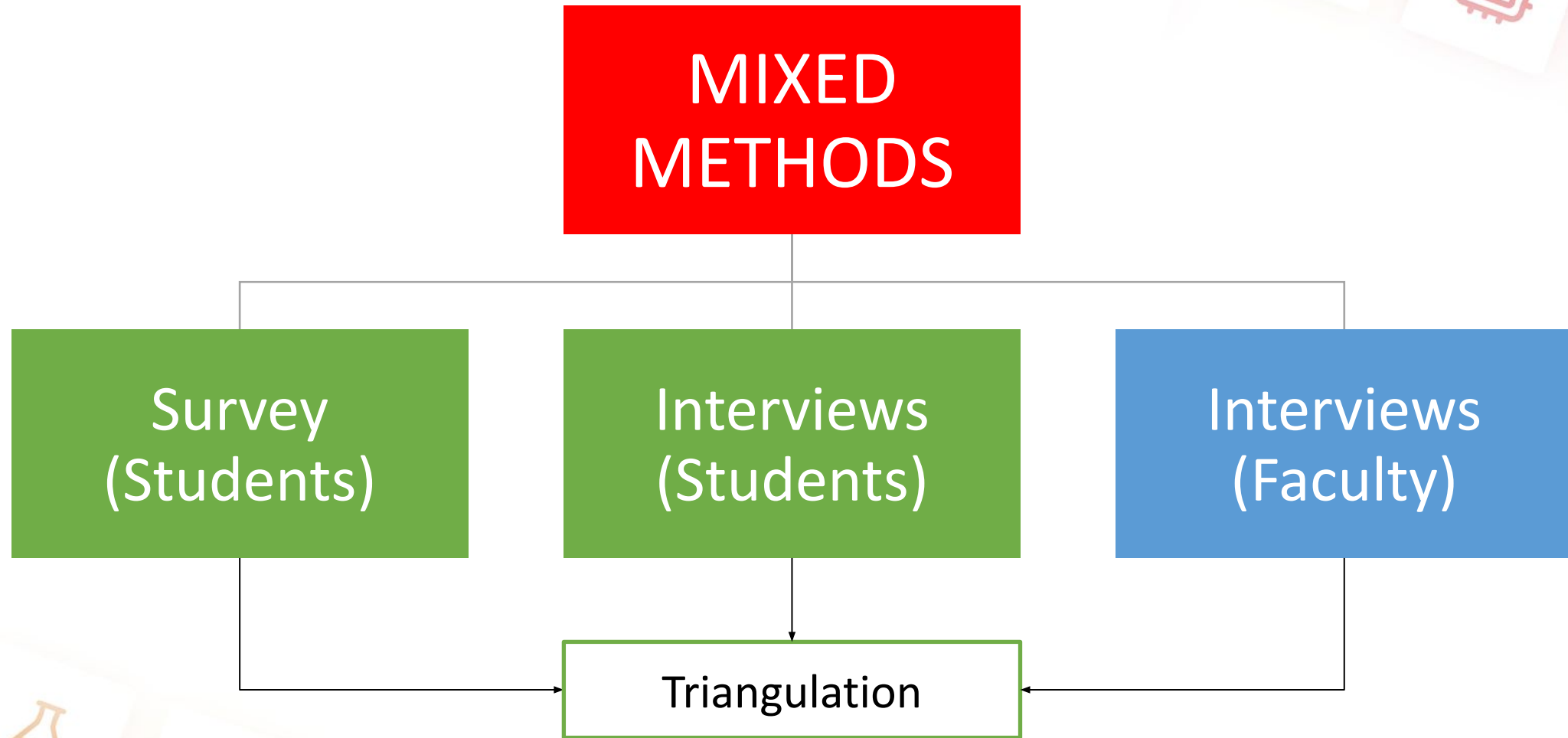
EDEN 2021
VIRTUAL ANNUAL CONFERENCE
21-24 June 2021



OBJECTIVES OF THE STUDY

- Understand **students and teachers' perceptions** of their **academic experiences** during ERT;
- Recognize **facilitating and blocking pedagogical strategies/practices** through teachers' and students' narratives;
- (***this presentation***) Identify **students' perceptions of Online Communication and Assessment Practices** during ERT.

METHODS



RESULTS

PARTICIPANTS

Students and faculty from 8 Portuguese HEI: 4 Universities and 4 Polytechnic Institutes, covering the regions of Lisbon and Tagus Valley, Alentejo and Algarve.

QUESTIONNAIRE

Answers: 482 students

Gender: Female: 78.4%; Male 21.6%

Age: 48% between 21-30 years old

Previous experience of online distance learning: 52.7% None



Time spent in Online Activities

Per day, on average, how many hours were you doing online activities (synchronous and asynchronous)

43.1% of students spent **more than 6 hours** on average per day doing online activities

34.9% between **3 and 5 hours**



Synchronous Online Activities

During Emergency Teaching classes, online activities based on synchronous platforms were:

	1 - Never	2 - Less Frequently	3 - Frequently	4 - Very Frequently
Diversified, because new strategies were developed online	4,4	39,6	46,3	9,8
Tiring, because they were mainly content transmission by the teacher	11,0	23,9	23,9	26,8
Monotonous, because they replicated face to face classes	17,2	34,2	30,9	17,6
Stimulating, because they made communication with the other students easier	20,3	38,0	32,6	9,1

Asynchronous Online Activities (Forums)

Table 4: Q14. During Emergency Teaching classes, online activities based on forums were:

	1 - Never	2 - Less Frequently	3 - Frequently	4 - Very Frequently
Easy, because we already used the forums before	25,1	33,6	33,4	7,9
Difficult, because there was too much reading and writing due to other participants' contributions	25,9	42,7	23,9	7,5
Richer, because they enabled multimedia communication	14,9	34,2	38,8	12,0
Flexible, because each student manages his time	18	25,3	37,1	19,5

Teacher Feedback in the Online Activities

Continuous Feedback

49.2% *Frequently* and 17.2% *as Very Frequently* - a monitoring practice of "proximity".

Productivity

48.5% *Frequently*, and 13.3% *Very Frequently* productive feedback.

Customization

the answers were divided: 40.5% considered that it was *Frequently*, 35.7% considered it *Less Frequently* and 10% considered that there was *Never* any effort at customisation.

Assessment Strategies during Online Activities

Table 7: Q17. During Emergency Teaching classes, the assessment strategies:

	1 - Never	2 - Less Frequently	3 - Frequently	4 - Very Frequently
Incorporated new evaluation techniques	16,0	31,3	40,9	11,8
Were enhanced by other technologies and media	11,4	36,5	41,5	10,6
Did not change since the beginning of classes	10,8	35,5	41,7	12,0
Were adapted to online remote teaching	7,7	22,0	45,4	24,9













CONCLUSIONS

- Students perceived to be **too much time online**
- Data about **synchronous activities** show **evidence of zoom fatigue effects** due to being mainly transmission of content by the teacher and the **potential of synchronous communication was not sufficiently valued, exploited, or promoted by teachers**, although there was **some diversification of activities**
- Data about **asynchronous activities (forums)** shows some **recognition of the advantages in terms of flexibility** for the **management of their learning time** and no difficulty in having too much to read and write
- There were **fair levels** and **quality of teacher feedback**
- **Assessment strategies** were **fairly adapted to online remote teaching**

RECOMMENDATIONS

- **Rethink synchronous sessions** taking in account differences from face-to-face classes
- **Diversify activities** exploring **affordances of the medium**
- **Implement more asynchronous activities** properly designed and not so teacher centred
- Improve teacher feedback (**more creativity**)
- Enhance assessment strategies by using **other technologies and media**

THE Research TEAM

					
Ana Paiva	Ana Loureiro	Ana Runa	Carlos Seco	Elizabeth Mendes	Hugo Pereira
					
Inês Messias	João Paz	Lina Morgado	Márcia Vieira	Nuno R. Oliveira	Paula Cardoso

REFERENCES

- Bozkurt, A. & Sharma, R. (2020). Emergency remote teaching in a time of global crisis due to Coronavirus pandemic. *Asian Journal of Distance Education*, 15(1), 1-6.
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2021, May 15). The Difference Between Emergency Remote Teaching and Online Learning. *Educause Review*.
<https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>
- Lovink, G. (2020). The anatomy of Zoom fatigue. *Eurozine*.
<https://www.eurozine.com/the-anatomy-of-zoom-fatigue/>
- Zimmerman, J. (2021, May 15). Coronavirus and the Great Online-Learning Experiment. *Chronicle of Higher Education*.
<https://www.chronicle.com/article/coronavirus-and-the-great-online-learning-experiment/>



EDEN 2021
VIRTUAL ANNUAL CONFERENCE
21-24 June 2021

