Course general information

Q0. Placeholder for a general explanation about the goal of the survey: learning from instructors about their experience of teaching online.

Q1. Course number

<div>[   ]</div>

Q2. Number of credit hours

1

2 to 3

4 to 5

6 to 8

More than 8

Q3.
Enrollment is primarily (check one):

Undergraduate 1st and 2nd year

Undergraduate 3rd and 4th year

Graduate

Q4. Approximate enrollment

Less than 10

10 to 20

21 to 50

51 to 80

81 to 120

121 to 300

More than 300

Course Components

Q5.

Course activities students are expected to complete (Check all that apply)

Assignments (problem sets, projects, or writing assignments) with feedback from instructor, teaching assistant, or peers, with opportunity to redo work to improve grade

Assignments (problem sets, projects, or writing assignments) that are graded

Graded exam(s) or quizzes during the term

Final exam

Reading assignments

Watching pre-recorded videos

Attending live virtual class with instructor and other students present

Attending live virtual class sessions in which students complete and turn in work

Recordings of live virtual classes available for optional watching

Self-evaluation of learning exercises

[   ]Other

Q5.1.

Fraction of pre-recorded videos that have embedded questions for which student is marked for correctness

0

less than 10%

10% to 30%

31% to 50%

51% to 70%

More than 70%

Q5.2. Fraction of pre-recorded videos that have embedded questions for which student is marked for completion

0

Less than 10%

10% to 30%

31% to 50%

51% to 70%

More than 70%

Q5.3. Fraction of pre-recorded video by you (rather than from outside source (MIT Open Courses, Khan Academy, etc.))

0

Less than 10%

10% to 30%

31% to 50%

51% to 70%

More than 70%

Course assessments

Q6. Weight of different elements used to evaluate the students. (% in each of the following categories)

	Not applicable	less than 10%	10 to 30%	31 to 50%	51 to 70%	More than 70%
Midterm quizzes or exams	O	O	O	O	O	O
Final exam	O	O	O	O	O	O
Homework assignments	O	O	O	O	O	O
Paper(s) or project(s)	O	O	O	O	O	O
In-class activities	O	O	O	O	O	O
Participation	O	O	O	O	O	O
Other [_____]	O	O	O	O	O	O

Q7. Compared to when you taught the course **in-person**, not including the effect of the final exam, this weighting is

I did not teach this course in-person

Similar

Somewhat different

Very different

Q8.
Total number of hours per week a typical student is expected to spend on this course (including all aspects combined)

1 to 3 hours

3 to 6 hours

6 to 9 hours

9 to 12 hours

12 to 15 hours

More than 15 hours

Student-instructor interaction

Q9.
Opportunities for student-instructor interaction and feedback (Check all that apply).

Virtual drop-in office hours by instructor (Zoom or similar)

Virtual office hours by teaching assistants

Piazza or other discussion boards to which teaching team (you and/or TAs) regularly contribute

Teaching team provided feedback on assignments and exams/quizzes

Instructor arranged one-on-one meetings with students

Q9.1. For instructor office hours, fraction of students typically participating each week

0

Less than 10%

10% to 30%

31% to 50%

51% to 70%

71% to 100%

Q9.2. For instructor office hours, fraction participating when course was taught **in-person**

I did not teach this course in-person

0

Less than 10%

10% to 30%

31% to 50%

51% to 70%

71% to 100%

Q9.3.

For discussion boards, fraction of students typically participating each week

0

Less than 10%

10% to 30%

31% to 50%

51% to 70%

71% to 100%

Q9.4.

For discussion boards, fraction participating when course was taught **in-person**

I did not teach this course in-person

0

Less than 10%

10% to 30%

31% to 50%

51% to 70%

71% to 100%

Q10. Students provide feedback about the course through (Check all that apply)

Ongoing, via discussion board or polling

Midterm evaluation

Live online instruction

Q11. Number of hours **per week** you do live online teaching, where all students are expected to be logged in and participating at the same time, via Zoom or similar technology.

0

Less than 1 hour

1 to 2 hours

2 to 4 hours

4 to 6 hours

More than 6 hours

Q11.1. Fraction of online class time you spend giving pre-prepared lecture to whole class.

0

Less than 10%

10% to 30%

31% to 50%

51% to 70%

More than 70%

Q11.2. Fraction of class time you spent giving pre-prepared lecture to whole class when you taught this course **in-person.**

I did not teach this course in-person

0

Less than 10%

10% to 30%

31% to 50%

51% to 70%

More than 70%

Q11.3.

Number of times in a typical class you poll students to check for understanding (using Zoom poll, poll everywhere, other)

None

1 to 3 times

4 to 5 times

6 to 8 times

More than 8 times

Q11.4.
Fraction of class time students are in small group discussions or problem-solving in Zoom breakout rooms (or similar technology)

0

Less than 10%

10% to 30%

31% to 50%

51% to 70%

More than 70%

Q11.5. Average number of students in each breakout room

2

3 or 4

5 to 8

8 to 10

More than 10

Q11.6.

TAs supported online class sessions by monitoring and responding to student questions posted in chat box or other question asking formats including breakout rooms.

Always

Most of the time

About half the time

Sometimes

Never

General Feedback

Q12.

I am now comfortable teaching this course online.

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

Q13.

I would prefer not to have to teach this course **online** in the future

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

Q14. The biggest technology difficulty I have in teaching online is:

Q15. The biggest instructional difficulty I have in teaching online is

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