The purpose of this survey is to assess the Fall 2020 teaching experience of MIT faculty and other instructional staff, to identify best practices, and to help MIT better understand how instructors’ stresses and difficulties can be mitigated. It is important that we understand the challenges faculty and instructors faced this fall, the opportunities that emerged, and the lessons learned from this experience.

This survey is voluntary, and you may skip any questions that you prefer not to answer. Responses will be shared verbatim with the leadership of your department and certain members of the administration involved in supporting online learning. We may connect other data to your survey response. Aggregate results of this survey will be made available to the MIT community.

The survey will take approximately 25 minutes to complete for a single subject. If you have any questions about this survey, please contact remote-experience-survey@mit.edu

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**General Information**

What do you consider to be your primary academic department?

If "other," please specify department: ____________________________

Did you teach more than one subject this fall?

- [ ] Yes
- [ ] No

What prior online teaching experiences do you have?

Select all that apply.

- [ ] Teaching remotely during spring 2020
- [ ] Teaching a MOOC
- [ ] Teaching an online subject or module
- [ ] Teaching a blended/flipped subject, pre-pandemic
- [ ] No prior online experience
### Challenges & Opportunities

**Overall challenges and opportunities with remote teaching**
In this section you will have the opportunity to tell us about the challenges and opportunities you faced with remote teaching. Other questions are provided in different sections of this survey to gather information about particular changes in format, assessments, student engagement and more.

**What challenges (personal, professional, technological, etc.) made teaching remotely difficult for you?**
____________________________________________________________________________
____________________________________________________________________________

**What are you most proud of in the face of the changes required?**
____________________________________________________________________________
____________________________________________________________________________

**Which resources would have been helpful for teaching your course that were not available to you?**
____________________________________________________________________________
____________________________________________________________________________

**What silver linings, if any, were afforded by the format in which you taught this fall?**
____________________________________________________________________________
____________________________________________________________________________

**What would you do differently?**
____________________________________________________________________________
____________________________________________________________________________
Which of the following support resources did you encourage students to use? Select all that apply.

- □ S^3
- □ Grad Support
- □ Disability and Access Services
- □ Other: __________
- □ Tutoring program
- □ Subject mentors
- □ Academic advisor

Please tell us which technology/tools (if any) have been most useful in your remote teaching this term. Select all that apply.

- □ Canvas
- □ MITx
- □ Stellar
- □ Zoom
- □ Panopto
- □ Other: __________
- □ Piazza
- □ Subject mentors
- □ Academic advisor
- □ Slack
- □ Notability

Display This Question: If Please tell us which technology/tools (if any) have been most useful in your remote teaching this term = Canvas

What specific aspects of Canvas did you most value?
____________________________________________________________________________
____________________________________________________________________________

Display This Question: If Please tell us which technology/tools (if any) have been most useful in your remote teaching this term = Canvas

What suggestions for improvements to MIT’s Canvas setup or support do you have?
____________________________________________________________________________
____________________________________________________________________________

If you taught an undergraduate subject, how useful were your students’ iPads for their coursework/collaboration/learning?

- □ I did not teach an undergraduate subject
- □ Students were not expected to use iPads
- □ Unsure/don't know
- □ Not at all useful
- □ Somewhat useful
- □ Very useful
Display This Question: If you taught an undergraduate subject, how useful were your students’ iPads for their coursework/collaboration/learning = [Not at all useful] or [Somewhat useful] or [Very useful]

In what ways did you expect your students to use their iPads?

____________________________________________________________________________
____________________________________________________________________________

Would you be willing to offer a brief tutorial to your colleagues on a tool that you found to be useful? If so, please type your name here and the name of the tool here below, and someone from TLL will be in touch.

  o  Name ________________________________________________
  o  Tool ________________________________________________
Background about the class

Please indicate the number associated with the subject you taught this fall. If you taught more than one subject please complete the survey with one specific subject in mind; at the end of the survey you will have a chance to share responses for other subjects you taught this semester. ____________________________________________

Please indicate your role within this subject.
- Instructor or lecturer
- Recitation instructor
- Lab instructor
- Writing instructor
- Other: ______________________

Approximate enrollment in this subject:
- Less than 10
- 10 to 20
- 21 to 50
- 51 to 80
- 81 to 120
- 121 to 300
- More than 300

Please indicate the approximate percentage of undergraduate and graduate students in your subject.
1st year undergraduate students : _______
2nd year undergraduate students : _______
3rd year undergraduate students : _______
4th year and beyond undergraduate students : _______
Graduate students : _______

Subject is: Select all the options that best describe your subject.
- Part of the core curriculum in an undergraduate major
- Part of graduate core curriculum
- Satisfies the General Institute Requirements
- An elective

Approximate fraction of students learning remotely from:

<table>
<thead>
<tr>
<th>Time Zone</th>
<th>Not sure</th>
<th>None</th>
<th>Less than half</th>
<th>About half</th>
<th>More than half</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greater than +/- 3 hours from MIT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Display This Question: If Approximate fraction of students learning remotely from: time zones greater than +/- 3 hours from MIT [Less than half] or [About half] or [More than half] or [All]

Please describe the modifications that were made to your subject format, learning activities, and assessments to accommodate students in different time zones.

____________________________________________________________________________
____________________________________________________________________________

What percentage of the subject contact hours were **offered synchronously**? Synchronous online teaching and learning involves scheduled, real-time interactions among instructors and students in a virtual space (e.g., via Zoom).

- Not sure
- None
- Less than half
- About half
- More than half
- All

To what extent do you agree with the following statements? *Given the extenuating circumstances, I am pleased with the:*

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>quality of the teaching I was able to provide during the remote portion of the subject.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>extent of student learning achieved during the remote portion of the subject</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

What modifications did you make to the subject and how was student learning impacted?

____________________________________________________________________________
____________________________________________________________________________

Did you teach any aspect of your subject in-person this semester?

- Yes
- No
Display This Question: If Did you teach any aspect of your subject in-person this semester? = Yes

Please indicate which components of the subject were in person (select all that apply); and which aspects were remote. For the latter, please do not consider the mandatory-remote weeks of the semester.

<table>
<thead>
<tr>
<th></th>
<th>In-person component</th>
<th>Remote component</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Discussion</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Recitation</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Lab</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Outside of class-time: Performances, critiques, presentations</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Office hours</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Other:</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Display This Question: If Did you teach any aspect of your subject in-person this semester? = Yes

Were any of your students fully remote for the entire semester?
- ○ Yes
- ○ No

Display This Question: If Were any of your students fully remote for the entire semester? Yes

What percentage of students in your in-person subject were fully remote? __________

Display This Question: If Were any of your students fully remote for the entire semester? Yes

How were the fully remote students in your in-person subject accommodated? _______

Thinking about this subject in the fall of 2020 relative to this subject in a pre-pandemic semester (if applicable):

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much of your time was required to prepare and teach this subject this semester as compared to what was required in pre-pandemic semesters? For example, if you spent half as much time this semester as a pre-pandemic semester, enter 50%; the same amount of time, enter 100%; twice as much time, enter 200%; etc.</td>
<td></td>
</tr>
<tr>
<td>Compared to pre-pandemic versions, what percentage of the usual content were you able to include in your subject this semester?</td>
<td></td>
</tr>
<tr>
<td>What percentage of the content in your subject was new this semester (that is, not included in the subject when it was taught in the pre-pandemic period)?</td>
<td></td>
</tr>
</tbody>
</table>
### Format of the Subject

**In pre-pandemic times,** which of the following were students expected to do on a regular basis as part of the subject? Select all that apply.

- [ ] Watch segmented videos interspersed with online learning activities (e.g., on MITx)
- [ ] Watch pre-recorded lecture videos
- [ ] Watch short, pre-recorded videos of worked-out examples
- [ ] Attend live lectures and/or discussions with instructor and other students present
- [ ] Attend labs
- [ ] Attend recitations
- [ ] I have not taught this subject in pre-pandemic times
- [ ] Other: _______________________________________

**Which of the following were students expected to do during the fall of 2020?** Select all that apply.

- [ ] Watch segmented videos interspersed with online learning activities (e.g., on MITx)
- [ ] Watch pre-recorded lecture videos
- [ ] Watch short, pre-recorded videos of worked-out examples
- [ ] Attend live, virtual lectures and/or discussions with instructor and other students present
- [ ] Attend live, virtual recitations
- [ ] Attend in-person recitations
- [ ] Attend in-person labs
- [ ] Attend virtual labs
- [ ] Other: _______________________________________

*Display This Question: If Which of the following were students expected to do during the fall of 2020? [Watch segmented videos interspersed with online learning activities (e.g., on MITx)] or [Watch pre-recorded lecture videos] or [Watch short, pre-recorded videos of worked-out examples]*

Did you record new videos because of the need to teach some components of your subject remotely?

- [ ] Yes
- [ ] No

*Display This Question: If Did you record new videos because of the need to teach some components of your subject remotely? Yes* 

Did you record any of these videos on campus?

- [ ] Yes
- [ ] No
Display This Question: If Which of the following were students expected to do during the fall of 2020? [Watch segmented videos interspersed with online learning activities (e.g., on MITx)] or [Watch pre-recorded lecture videos] or [Watch short, pre-recorded videos of worked-out examples]

What would you change about the asynchronous elements that you employed if you taught this subject remotely again?

____________________________________________________________________________
____________________________________________________________________________

Display This Question: If Which of the following were students expected to do during the fall of 2020? [Attend live, virtual lectures and/or discussions with instructor and other students present] or [Attend live, virtual recitations]

Number of hours per week a given student was expected to attend live, virtual, or in-person class sessions (e.g., lectures, discussions, recitations or lab sessions) if they could:

____________________________________________________________________________

Display This Question: If Which of the following were students expected to do during the fall of 2020? [Attend in-person recitations] or [Attend in-person labs]

On average, what percentage of students actually attended live virtual meetings:

<table>
<thead>
<tr>
<th></th>
<th>Not sure/NA</th>
<th>None</th>
<th>Less than half</th>
<th>About half</th>
<th>More than half</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>class session?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>recitations?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Display This Question: If Which of the following were students expected to do during the fall of 2020? Attend live, virtual lectures and/or discussions with instructor and other students present

Did you provide a recording of the class to your students afterwards?

- Yes
- No

Display This Question: If Which of the following were students expected to do during the fall of 2020? Attend live, virtual lectures and/or discussions with instructor and other students present

Did you provide recordings of in person meetings to your students afterwards?

- Yes
- No
Engagement & Community Building Methods

Which of the following opportunities for student-instructor interaction did you engage in? Select all that apply.

- □ Virtual office hours
- □ Discussions on a discussion forum (e.g., Piazza, Discord, Slack)
- □ 1:1 meetings with students (beyond office hours)
- □ Virtual meetings with small groups of students (beyond office hours)
- □ Casual conversation at the beginning/end of synchronous, virtual class meetings
- □ Other: ________________________________________________

In pre-pandemic times, which of the following engagement techniques did you use when you taught? Select all that apply.

- □ Ask the whole class a question and call on 1-2 volunteers to respond
- □ Ask the whole class a question and collect open-ended responses on a shared workspace (e.g., Google doc, whiteboard)
- □ Ask students for their questions
- □ Respond to students’ questions
- □ Poll the whole class and collect responses to a multiple choice question
- □ Small group discussions or problem solving
- □ I have not taught this subject in pre-pandemic times
- □ Other: ________________________________________________

Display This Question: If Which of the following were students expected to do during the fall of 2020? [Attend live, virtual lectures and/or discussions with instructor and other students present] or [Attend live, virtual recitations]

Which of the following engagement techniques did you use during live online teaching during fall 2020? Select all that apply.

- □ Ask the whole class a question and call on 1-2 volunteers to respond
- □ Ask the whole class a question and collect open-ended responses on a shared workspace (e.g., Google doc, whiteboard)
- □ Ask students for their questions (i.e., via chat or raising hands)
- □ Regularly respond to questions asked via chat or raising hands
- □ Poll the whole class and collect responses to a multiple-choice question
- □ Small group discussions or problem solving (e.g., in a breakout room)
- □ Other: ________________________________________________
Which of the following opportunities for student-student interaction did you/your subject staff facilitate? Select all that apply.

- Icebreaker activities
- Required collaborative work
- Peer study groups or common Psetting hours on Zoom/other virtual environment
- Peer mentoring
- Non-academic virtual social events (e.g., Zoom lunches)
- Other: ________________________________________________

What additional engagement and community building activities did you use? What would you change about your engagement and community building methods if you taught this subject in a similar format again?

____________________________________________________________________________

____________________________________________________________________________
Which of the following contributed to a student's final grade in the subject? Select all that apply.

- Assignments due at a regular interval (e.g., Psets, writing assignments)
- Pre-class or in-class activities
- Quizzes
- Mid-term written exams
- Mid-term oral exams
- Mid-term papers/projects/performances
- Final written exam
- Final oral exam
- Final paper/project/performace
- Other: _____________________________

Display This Question: If Which of the following contributed to a student's final grade in the subject? Mid-term written exams or Final written exam

Please describe the logistics: how was the exam distributed to students, any type of proctoring used, the time given for the exam, and how students submitted their responses.

___________________________________________________________________________

Display This Question: If Which of the following contributed to a student's final grade in the subject? Mid-term written exams or Final written exam

How were expectations about academic integrity handled?

___________________________________________________________________________

Do you have any lessons learned to share with your colleagues regarding assessments?

___________________________________________________________________________

What would you change about your assessment plan if you taught this subject again?

___________________________________________________________________________
### Hands-on, performance, and discussion-based classes

When taught in **pre-pandemic times**, what portion of the subject activities are:

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>Less than half</th>
<th>About half</th>
<th>More than half</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion-based</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance-based (music or theater performances)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hands-on work (labs, projects, fieldwork, studio work)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Display This Question: If When taught in pre-pandemic times, what portion of the subject activities are: [Less than half] or [About half] or [More than half] or [All]*

Did this fall’s teaching circumstances necessitate a change in the learning goals for the associated discussion, performance, or hands-on portions of the subject?

- Yes
- No

*Display This Question: If Did this fall’s teaching circumstances necessitate a change in the learning goals for the associated discussion, performance, or hands-on portions of the subject? Yes*

What changes did you make to your learning goals? How did you accomplish them?

____________________________________________________________________________
____________________________________________________________________________

*Display This Question: If Did this fall’s teaching circumstances necessitate a change in the learning goals for the associated discussion, performance, or hands-on portions of the subject? Yes*

How did you accomplish your learning goals?

____________________________________________________________________________
____________________________________________________________________________
Did this subject have undergraduate and graduate student TAs?

- Yes
- No

Display This Question: If Did this subject have undergraduate and graduate student TAs? = Yes

Which of the following opportunities for student-instructor interaction did your teaching assistants engage in? Select all that apply.

- Virtual office hours
- Discussions on a discussion forum (e.g., Piazza, Discord, Slack)
- 1:1 meetings with students (beyond office hours)
- Virtual meetings with small groups of students (beyond office hours)
- Other: ________________________________________________

Display This Question: If Did this subject have undergraduate and graduate student TAs? = Yes

How were your TAs most helpful in the remote context?

____________________________________________________________________________

____________________________________________________________________________
<table>
<thead>
<tr>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>In what ways did you change the subject based on student feedback?</td>
</tr>
<tr>
<td>________________________________________________________________________________</td>
</tr>
<tr>
<td>________________________________________________________________________________</td>
</tr>
</tbody>
</table>

| Was there any actionable feedback that you were not able to address? Please explain. |
| ________________________________________________________________________________|
| ________________________________________________________________________________|

| Which tools, techniques, and/or strategies did you use in the fall that you would continue to use in the future? |
| ________________________________________________________________________________|
| ________________________________________________________________________________|

| What resources provided by your department, school, or the Institute were helpful for teaching your subject this fall? |
| ________________________________________________________________________________|
| ________________________________________________________________________________|

| Did you create any resources that would be useful to share more broadly with the MIT community? Please describe. |
| ________________________________________________________________________________|
| ________________________________________________________________________________|

| Do you have any other feedback or thoughts about your experience teaching remotely that you would like to share? |
| ________________________________________________________________________________|
| ________________________________________________________________________________|
Display This Question: If Did you teach more than one subject this fall? = Yes

Please use this space to comment on challenges and/or opportunities associated with teaching more than one subject remotely

____________________________________________________________________________

If you would be willing to be contacted or interviewed further about your experiences, please provide your information below.

- Name ________________________________
- Email address __________________________

Please click "Save and Submit" below to complete your response.

If you taught multiple subjects and would like to complete the survey again for another subject, click "Save and Submit" below and follow the link on the next page.