

Bilkent University
Teaching and Learning Support Center
(BTLSC)

Report of Online Teaching and Learning During Spring
2019 – 2020 Semester

Bilkent

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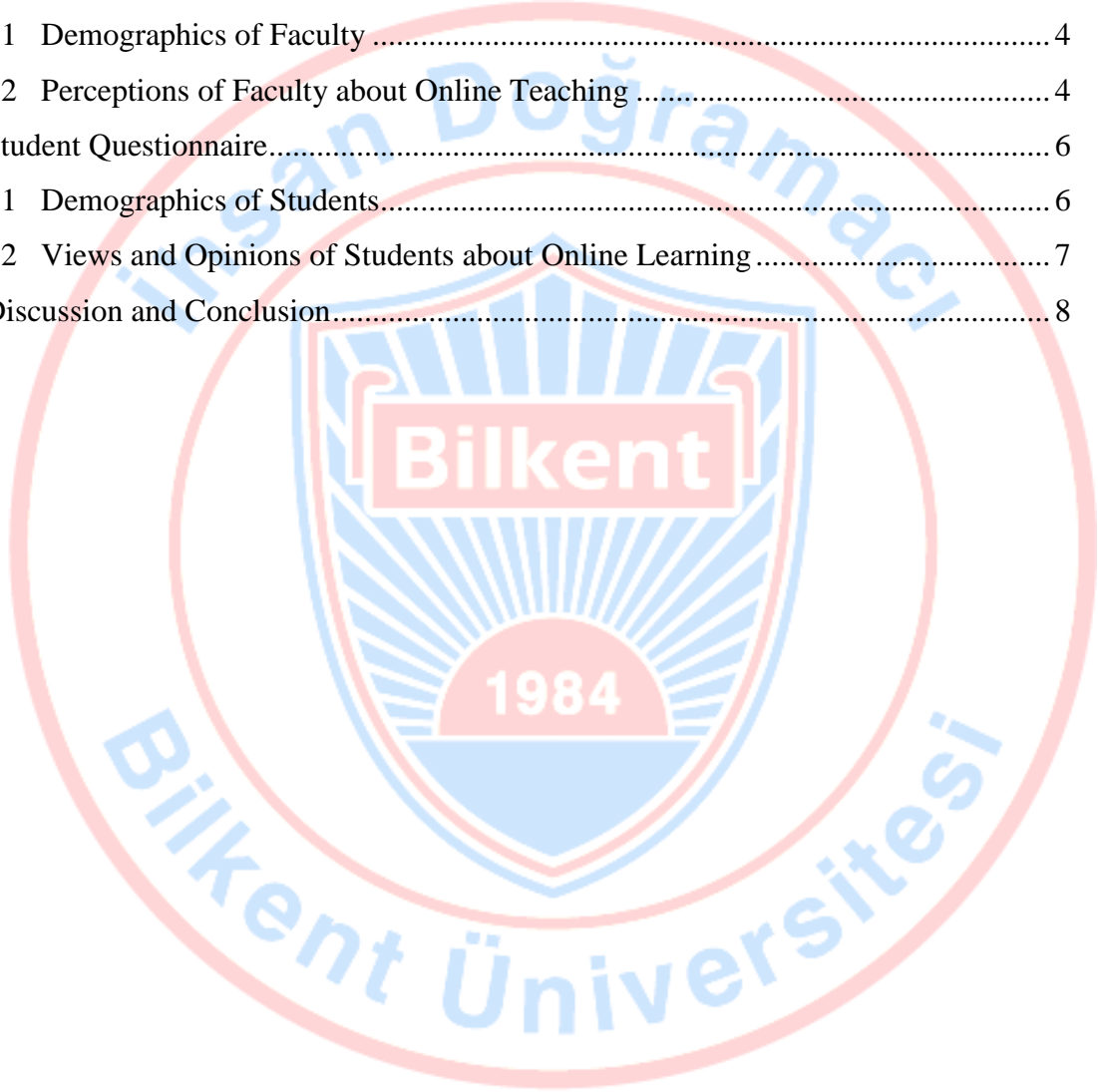
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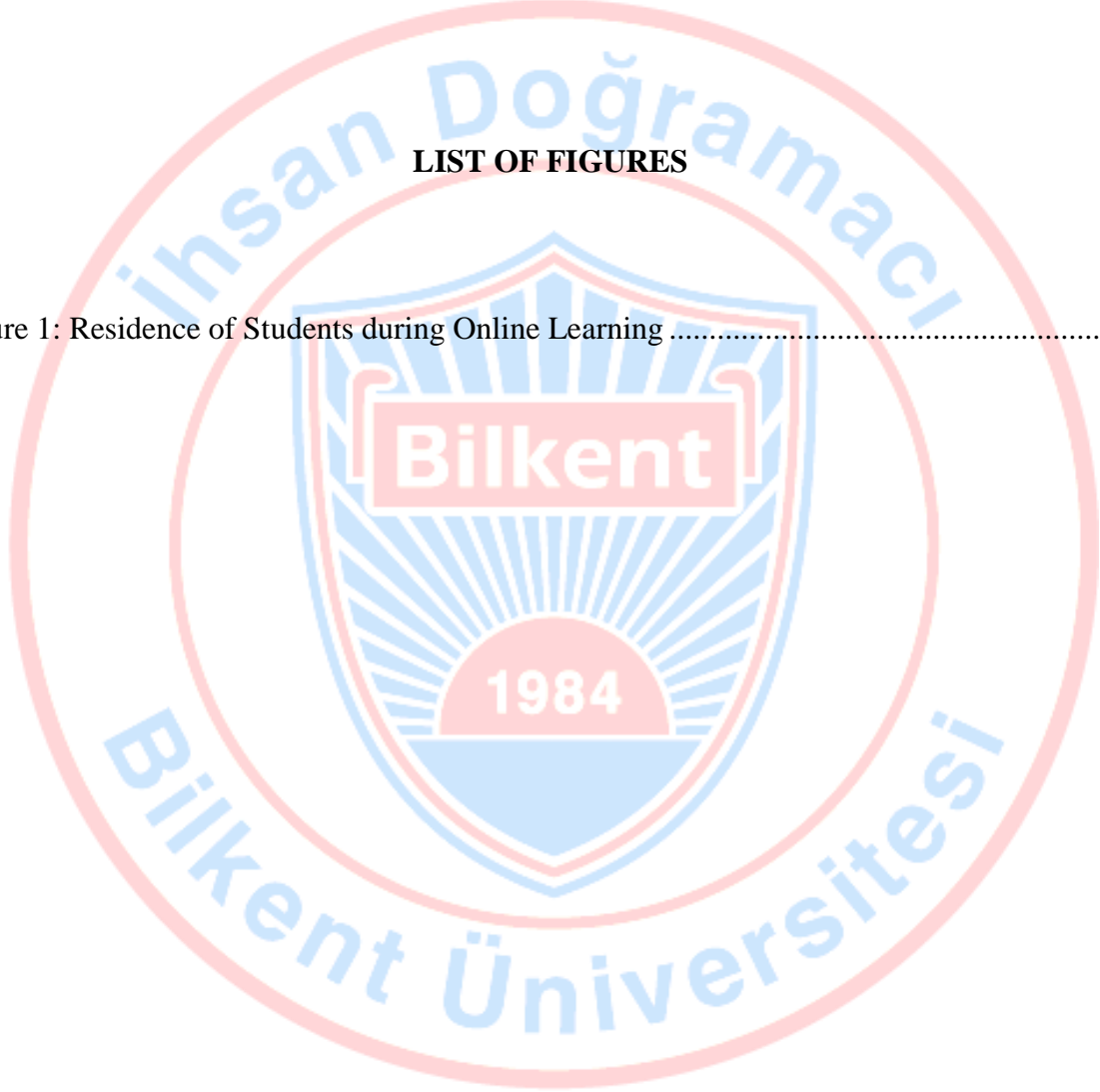


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Report on Online Teaching and Learning during spring 2019-2020 Semester

The outbreak of Corona Virus Disease 2019 (COVID-19) in various countries during spring 2019-2020 semester has transferred traditional face-to-face teaching to online education platforms, which directly affects the quality of education. Bilkent University started to offer online teaching to students by Zoom.

The primary purpose of this report is to present and analyze perceptions of faculty and students about online teaching and learning given during spring 2019 – 2020 semester in Bilkent University. To reach that aim, data were collected through online questionnaires. 7002 out of 11564 (50.6%) students and 683 out of 900 (75.9%) academics of Bilkent University answered questionnaires.

Students and academics perceptions of the online teaching and learning were measured through five-point Likert scale items and Table 1 presents interpretation for the range of five-point Likert scales items used for faculty and students perception questionnaires.

Table 1: Interpretation for the range of Five-point Likert Scales Items

Range	Interpretation
1.00 – 1.80	Strongly Disagree
1.81 – 2.60	Disagree
2.61 – 3.40	Neutral
3.41 – 4.20	Agree
4.21 – 5.00	Strongly Agree

The organization of the report is as follows: Section 1 summarizes the faculty questionnaire. Section 1.1 presents the demographics of the faculty participated the questionnaire and Section 1.2 explains the results of the analysis of faculty questionnaire. In Section 2, details of student questionnaire is summarized. Section 2.1 provides demographics of student questionnaire. Section 2.2 presents the results of the analysis of student questionnaire. In Section 3 discussion and conclusion of both the students and the faculty questionnaires is provided.

1 Faculty Questionnaire

The Faculty questionnaire included 13 items: 2 were demographic information of faculty and 11 were five-point Likert-type items, examining faculty perception of online teaching given during spring 2019-2020 semester in Bilkent University.

1.1 Demographics of Faculty

Totally, 683 (75.9%) faculty of Bilkent University participated in faculty questionnaire about their online teaching experiences during 2019 - 2020 spring semester. 79.8% (n = 545) of the participants were full time faculty, while 20.2% (n = 138) were part-time. Most of the participants (89.37%, n = 610) stated that it was their first experience with online teaching. Relatively small percentage (10.7%, n = 73) reported that they have already taught online before spring 2019 - 2020 semester.

1.2 Perceptions of Faculty about Online Teaching

The descriptive statistics of faculties' perception about their online teaching experiences according to the questionnaire are presented in Table 2. The standard deviations range from 0.76 to 1.32 indicating a wide spread out the mean.

Table 2: Views and Opinion of Faculty about Online Teaching during Spring 2019-2020

N = 683	Percentage (Frequency)					Central Tendency	
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	<i>M</i>	<i>SD</i>
I made a smooth transition to online teaching.	33.7% (230)	48.9% (334)	10.8% (74)	5.3% (36)	1.3% (9)	4.08	0.88
I achieved course learning objectives effectively in online teaching.	31.6% (216)	48.2% (329)	14.3% (98)	5.4% (37)	0.4% (3)	4.05	0.85
I had sufficient technological tools and resources to conduct online teaching.	37.3% (255)	44.1% (302)	10.2% (70)	6.4% (44)	1.8% (12)	4.09	0.76
Time that I commit to teaching did not increase as I switched to online teaching.	11.1% (76)	17.7% (121)	12.4% (85)	34.8% (238)	23.9% (163)	2.57	1.32
Based on my observations as an instructor, students easily adapted to online classes.	11.0% (75)	39.2% (268)	26.1% (178)	20.8% (142)	2.9% (20)	3.35	1.05

N = 683	Percentage (Frequency)					Central Tendency	
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	<i>M</i>	<i>SD</i>
I am pleased with student attendance and participation in online classes.	20.4% (139)	38.5% (263)	20.4% (139)	16.4% (112)	4.4% (30)	3.54	1.12
Student learning was not adversely affected due to online teaching.	10.1% (69)	32.9% (225)	29.6% (202)	21.7% (148)	5.7% (39)	3.20	1.07
I believe that online teaching did not result in an increase in the workload of students.	15.7% (107)	36.7% (251)	19.8% (135)	22.5% (154)	5.3% (36)	3.35	1.14
I am satisfied with the support of University administration to help faculty adjust to online teaching.	45.2% (309)	34.7% (237)	12.9% (88)	5.3% (36)	1.9% (13)	4.16	0.97
I am satisfied with the technical support of BCC and BETS to help faculty adjust to online teaching.	50.2% (343)	35.7% (244)	10.8% (74)	2.0% (14)	1.2% (8)	4.32	0.84
I am concerned about assessment security and academic integrity of online assessment activities.	21.4% (146)	33.4% (228)	23.6% (161)	16.3% (111)	5.4% (37)	3.49	1.15
Overall	26.2% (1965)	37.3% (2802)	17.4% (1304)	14.3% (1072)	4.9% (370)	3.65	1.01

Based on the interpretation for the range of five-point likert scales items, according to overall means, faculties levels of perceptions of each item about online teaching is presented at Table 3.

Table 3: Interpretation of Faculty Questionnaire

Interpretation	Item
Disagree	<ul style="list-style-type: none"> Time that I commit to teaching did not increase as I switched to online teaching.
Neutral	<ul style="list-style-type: none"> Based on my observations as an instructor, students easily adapted to online classes. Student learning was not adversely affected due to online teaching. I believe that online teaching did not result in an increase in the workload of students.
Agree	<ul style="list-style-type: none"> I made a smooth transition to online teaching. I achieved course learning objectives effectively in online teaching. I had sufficient technological tools and resources to conduct online teaching. I am pleased with student attendance and participation in online classes. I am satisfied with the support of University administration to help faculty adjust to online teaching I am concerned about assessment security and academic integrity of online assessment activities.
Strongly Agree	<ul style="list-style-type: none"> I am satisfied with the technical support of BCC and BETS to help faculty adjust to online teaching.

2 Student Questionnaire

The Faculty questionnaire included 11 items: 2 were demographic information of students and 9 were five-point Likert-type items, examining online learning views and opinions of students.

2.1 Demographics of Students

Totally, 7002 (60.6%) student of Bilkent University participated in student questionnaire about their online teaching experiences during 2019 - 2020 spring semester. Majority of the participants (90.8%, n = 6360) were undergraduate student, while 9.2% (n = 642) were graduate student. As presented in Figure 1, 93.0% of the students stated that they were living out of campus during online learning. Many of the students (55.8%, n = 3904) were in Ankara but not in campus.

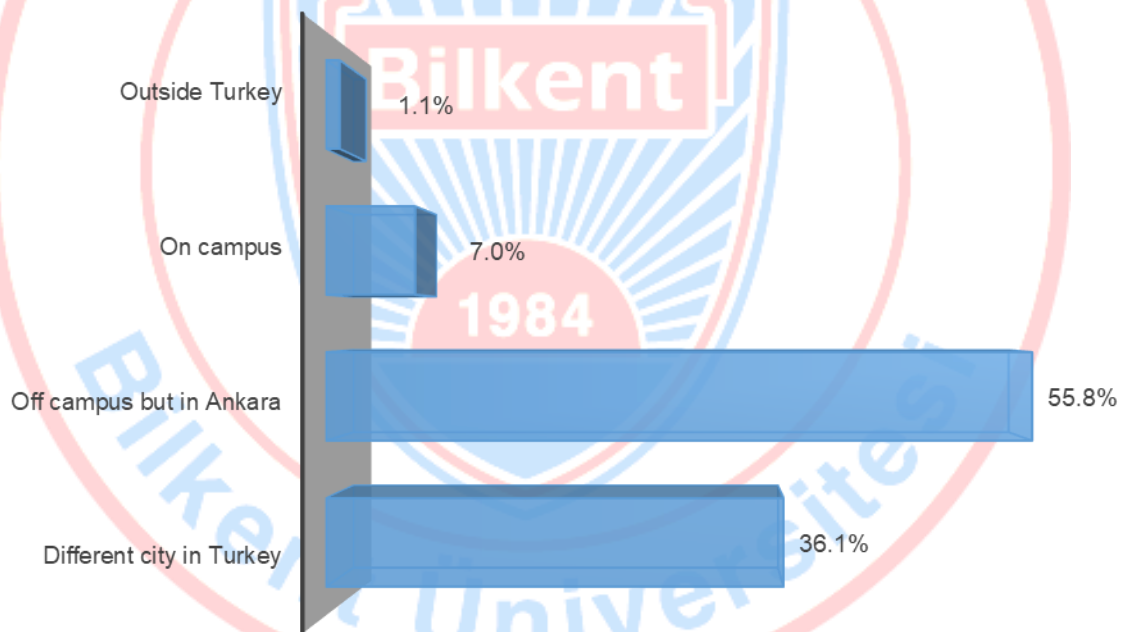


Figure 1: Residence of Students during Online Learning

2.2 Views and Opinions of Students about Online Learning

The descriptive statistics of students' perception about their online learning experiences according to the questionnaire are presented in Table 4. The standard deviations range from 1.19 to 1.32 indicating a wide spread out the mean.

Table 4: Views and Opinion of Students about Online Learning during Spring 2019-2020

N = 683	Percentage (Frequency)					Central Tendency	
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	<i>M</i>	<i>SD</i>
I smoothly transitioned from in-class learning to online learning.	8.4% (585)	19.7% (1379)	23.3% (1628)	25.4% (1781)	23.3% (1629)	2.64	1.26
I had sufficient access to technology to participate in online learning.	27.3% (1909)	37.3% (2614)	16.9% (1185)	11.7% (821)	6.8% (473)	3.67	1.19
I experienced no problems to focus on the instructors and learning materials during online classes.	5.6% (394)	10.2% (712)	15.1% (1056)	31.9% (2232)	37.2% (2608)	2.15	1.19
Online classes were more effective than physical classes.	5.7% (402)	6.2% (432)	13.0% (913)	19.9% (1391)	55.2% (3864)	1.87	1.20
Online learning did not result in a significant increase in the amount of time I spent on course work.	11.7% (826)	18.7% (1307)	21.6% (1513)	20.7% (1450)	27.4% (1916)	2.67	1.36
Online assessment tools and methods effectively measured my performance in courses.	5.1% (355)	15.0% (1053)	22.3% (1560)	24.6% (1721)	33.0% (2313)	2.35	1.22
The instructors were effective in making the transition from in-class learning to online learning.	11.1% (778)	31.7% (2218)	26.3% (1844)	16.1% (1125)	14.8% (1037)	3.08	1.23
University administration successfully managed the overall transition from in-class learning to online learning.	12.6% (883)	29.0% (2032)	22.7% (1587)	16.5% (1157)	19.2% (1343)	2.99	1.31
Overall, I am satisfied with the educational activities during the COVID-19 outbreak.	7.5% (525)	20.1% (1410)	21.7% (1521)	21.7% (1522)	28.9% (2024)	2.56	1.30
Overall	10.5% (6647)	20.9% (13157)	20.3% (12807)	20.9% (13200)	27.3% (17207)	2.74	1.29

Based on the interpretation for the range of five-point likert scales items, according to overall means, students levels of perceptions of each item about online teaching is presented at Table 5.

Table 5: Interpretation of Students Questionnaire

Interpretation	Item
Disagree	<ul style="list-style-type: none">• I experienced no problems to focus on the instructors and learning materials during online classes.• Online classes were more effective than physical classes.• Online assessment tools and methods effectively measured my performance in courses.
Neutral	<ul style="list-style-type: none">• I smoothly transitioned from in-class learning to online learning.• Online learning did not result in a significant increase in the amount of time I spent on course work.• The instructors were effective in making the transition from in-class learning to online learning.• University administration successfully managed the overall transition from in-class learning to online learning.• Overall, I am satisfied with the educational activities during the COVID-19 outbreak.
Agree	<ul style="list-style-type: none">• I had sufficient access to technology to participate in online learning.

3 Discussion and Conclusion

Online courses requires elaborate lesson plan designs, teaching materials such as audio and video contents, as well as technology support teams. However, due to the sudden emergence of the COVID-19, most faculty members are facing the challenges of lacking online teaching experience, early preparation, or support from educational technology teams.

The opportunities for spontaneous, formative feedback between a teacher and the students are absent in online education. As a result, teaching and learning in the online environment is very different than that in the face-to-face classroom. Switching from face-to-face environment to online was not a choice of neither the students nor the academics during spring 2019-2020 semester. There is no doubt that there will be significant changes and positive improvements in both the delivery and absorption of online content in the following semesters.

In all items of the questionnaire, the instructors have been found to be more optimistic and positive than the students. The reason may be that the instructors felt that they were responsible from teaching and learning process. The descriptive analysis showed that both faculty and students were coped with technological problems during spring 2019-2020.

Platform availability has the greatest influence on user satisfaction that may be the reason of being optimistic and positive about technological issues.

Whether personal factors of both the students and the instructors, and course differences (social, science, having lab or tutoring hours) have an influence on both the quality of the online education and the satisfaction from the online education should be identified with further analysis.

