# Lessons worth keeping: What instructional innovations are here to stay?

## Innovative instructional practices once considered new are now considered normal.

Panopto (UMD’s lecture capture software) had five times higher use (in terms of hours watched and unique users) in Fall 2021 compared to Fall 2019\*.  Trends such as this tell us that practices typically not employed before the pandemic, such as use of lecture capture software, may soon be viewed as routine or expected by both instructors and students. Top findings are visualized below.

Both instructors and students are invested in using asynchronous videos. 49% of instructors are posting videos and 72% of students have access to videos.

The top reasons to post or watch asynchronous video lectures include:

* Self-paced learning: 71% of instructors and 58% of students
* Make up work due to excused absence: 70% of instructors and 18-28% of students
* Review course content: 66% of instructors and 71% of students
* Supplement note-taking: 55% of instructors and 49% of students

## Instructors are leveraging the affordances of academic technologies to lower barriers to communication.

UMD collectively spend 42 years in Zoom in Fall 2021, which is half as much as in Fall 2020 (91 years) when most instructional sessions were remote\*.

The majority of instructors are using Zoom to connect with students outside of class. 73% of instructors use zoom for office hours. 54% of instructors use Zoom for advising.

## ELMS-Canvas is a central academic hub.

Online course management was common before the pandemic and became even more predominant throughout the pandemic. In Fall 2021, there were over 4,400 courses published in ELMS-Canvas, representing 89.5% of courses\*.

95% of students and instructors want to continue online course management practices in ELMS-Canvas such as posting assignments and grades, posting a syllabus, and using announcements.

“The continued use of ELMS-Canvas, Zoom, Panopto, and other technologies in the course has been great, as these tools provide accessibility, flexibility, and convenience to both students and faculty.”

     - Graduate student (representative of 46 comments)

## An increase in mixed instructional modalities (e.g., flipped and hybrid course designs) have created new opportunities for both students and instructors to meaningfully engage with traditional course content and learning artifacts.

Survey findings also indicate that digital fluency is increasing for both students and instructors, with fewer instructors reporting helping students with technology issues and attending group trainings or workshops in Fall 2021 compared to previous remote learning semesters.

Since March 2020, digital fluency with ELMS-Canvas has increased for undergraduate students, graduate students, and instructors, with undergraduate students feeling the most confident in their ability to engage with ELMS-Canvas.

* Undergraduate students confidence went from 66% in March 2020 to 80% in May 2020, along with 74% confident in Fall 2020 compared to 82% in Fall 2021.
* Graduate students digital fluency went from 59% in March 2020 to 73% in May 2020, along with 68% fluency in Fall 2020 compared to 65% in Fall 2021.
* Instructors felt 29% fluent in March 2020, compared to 56% in May 2020, along with their confidence going from 60% in Fall 2020 to 49% in Fall 2021.

A quarter of students experienced mixed instructional modalities, which has increased since March 2020 for undergraduate students, graduate students, and instructors.

* Undergraduate students had 10% of mixed in person and remote learning in both Spring 2020 and Fall 2020, with an increase to 24% in Fall 2021.
* Graduate students had 15% mixed modality in Spring 2020 compared to 6% in Fall 2020, and then an increase to 27% in Fall 2021.
* Instructors had 15% mixed modality in Spring 2020, followed by 12% in Fall 2020 and an increase to 18% in Fall 2021.

## Informal resources, such as peers and instructors, are most common among students and instructors. One-third or less of instructors reported using formal resources, such as the DIT service desk.

* Peers were utilized by 44% of instructors and 78% of students.
* Instructors were utilized by 62% of students.
* Departmental IT was utilized by 12% of students and 30% of instructors.
* The DIT service desk was utilized by 14% of students and 30% of instructors.
* Knowledge based articles were utilized by 20% of students and 28% of instructors.
* Group trainings or workshops were utilized by 23% of instructors.
* Individual consultations were utilized by 10% of students and 20% of instructors

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Survey administration and reporting conducted by teams within the Division of IT (Academic Technology Experience), Division of Student Affairs, Institutional Research, Planning, & Assessment, and the Teaching Learning Transformation Center

Want to learn more? See the full report at: https://provost.umd.edu/covid-survey-results