

Questionnaire survey of educators' experiences during the COVID-19 lockdown

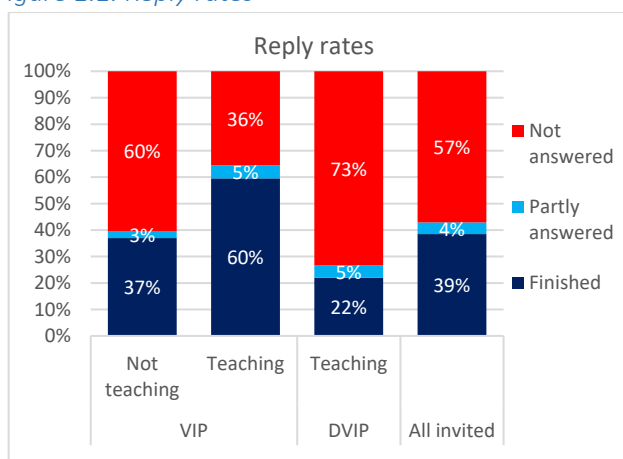
Michael Møller Nielsen. Teaching and Learning

1. The survey and its findings

CBS has established a project group to collect information on the experiences at CBS during the COVID-19 lockdown in the spring 2020. The main purpose of this is to get input for supporting partly online teaching in the Fall as well as a potential second lock down in the fall. The group consists of Annemette Kjærgaard, Sine Zambach, Mette Frank and Michael Møller Nielsen. On June 11 the group distributed a questionnaire developed by Sine Zambach to all full-time academic staff (VIP) and the part-time teachers (DVIP) who had taught during the spring semester. The questionnaire was sent to 1075 respondents.

Overall, the reply rate is 39% but of full-time staff that actually taught during the spring semester the response rate is 60%, which is quite satisfactory. Thus, the survey gave 414 fully and 47 partly answered questionnaires. Of these 171 women and 289 men had responded, and 193 non-Danish citizens and 268 Danish citizens.

Figure 1.1. Reply rates



Numbers	VIP		DVIP	All invited
	Not teaching	Teaching	Teaching	
Finished	84	228	95	414
Partly answered	6	19	20	47
Not answered	137	136	317	614
	227	383	432	1075

In short, the most significant findings of this first preliminary analysis are:

- The majority of educators report that the COVID-19 lockdown have caused a decline in the teaching quality and in students' performances. This is also reflected in the preliminary findings from students' reports on quality of teaching and the lack of motivation they felt by the switching to online. Additionally, educators have spent more time on teaching, which largely have been at the expense of research time. However, grades had been a bit higher than normal.
- However, the assessment of the negative effects of the lockdown is somewhat dependent on the initial attitude to online/blended learning and to how much experience the educators have in using online teaching tools.

Student engagement and performance

- Not being able to meet students – and therefore not having a clear picture of students’ learning process – and low student involvement in the process have been the most challenging aspects in the transformation.
- Student performance was rated lower or much lower than normal in 53% of the courses.
- The most demanded area for competence development is building knowledge of how to increase students’ active involvement in the learning process.

Work Conditions

- The lockdown has had a negative effect on the educators work conditions. Educators with children are most negatively affected (in terms of reduced work hours and work efficiency).
- If the respondent’s home workstation do not provide a reasonable working position or allows a quiet and peaceful work environment the work efficiency is also negatively affected.
- If you are a women the probability that you take responsibility for more than 60% of the childcare is more than 3 times as high as if you a man. Although men less likely take on childcare, their work efficiency is just as negatively affected by having children as women’s are. Childcare is thus not the only explanation for women being more likely to experience lower work efficiency than men are.
- The COVID-19 crisis also affected (mostly men’s) work efficiency by raising concerns about family and own health. Foreigners seem to be more worried for family and close relationships than Danes.

IT-skills

- Good technical IT skills increase the propensity to have a positive attitude towards online teaching tools and increase their use.
- DVIP staff exhibit better IT skills, a more positive attitude towards and more experience in the use of online teaching tools than VIP staff do.
- Senior staff report better IT skills and are a little more experienced in the use of online teaching tools than younger staff are.
- Male respondents find their IT skills a little better than female respondents do but female respondents have a more positive attitude towards online teaching tools.

Digital Tools and the process switching to online

- In general, educators are quite satisfied with the tools available for online activities. The most used tools are Canvas, Microsoft Teams and Panopto.
- Two third of the educators report that the process of transforming the teaching to online teaching to much or very much extent was characterized by a search for pragmatic solutions.
- Nevertheless, most educators seem to be motivated to increased use of digital teaching tools in the future. The long run effect of the lockdown seems to be that there will be more use of own produced videos, quizzes and online forums in the future teaching at CBS.

Information and Support

- Educators are overall satisfied with the amount and timing of information about switching teaching to online teaching.
- The support units are widely used and the users are quite satisfied with the support received.

- Most educators are in touch with colleagues and exchange experiences and ideas. However, one quarter of the educators without any experience in using online elements in their teaching prior to the lockdown did not exchange support with colleagues.
- Full-time employed (VIP) are more disturbed by the lockdown than part-time employed (DVIP) are. In the comments, however, some DVIPS told that they would have wanted more information.

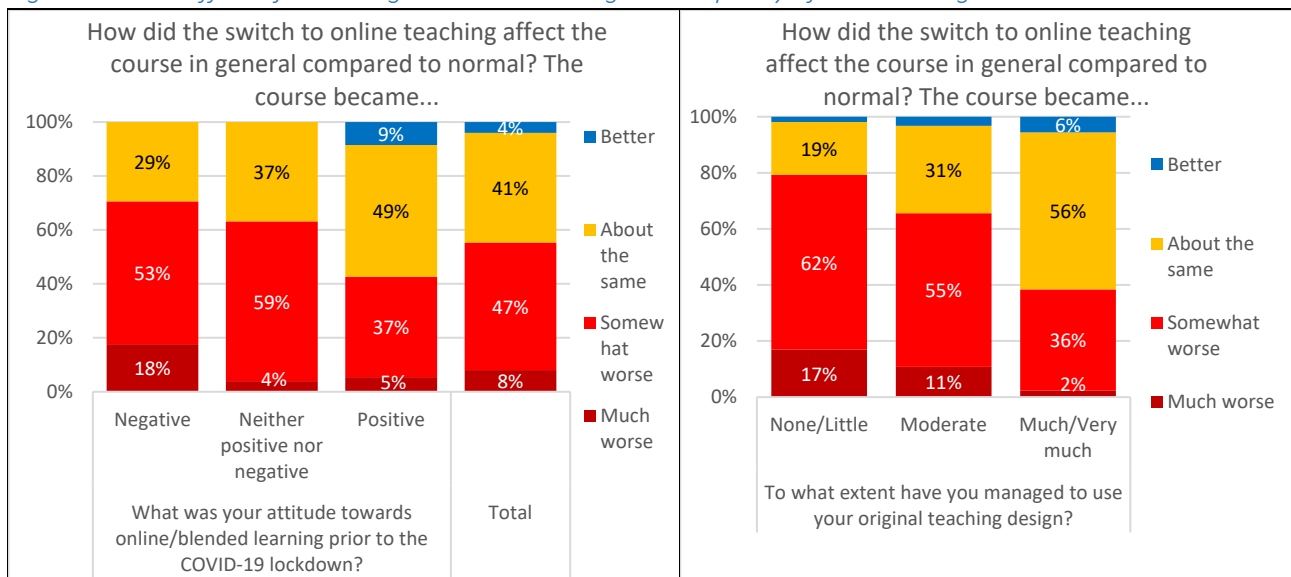
The findings are briefly further explained in the following five chapters.

2. Declined quality of the courses

The majority (55%) of the educators believe that the quality of their teaching declined then they had to switch their teaching to online teaching. This corresponds with the preliminary findings from students' reports on quality of teaching and the lack of motivation they felt by the switching to online

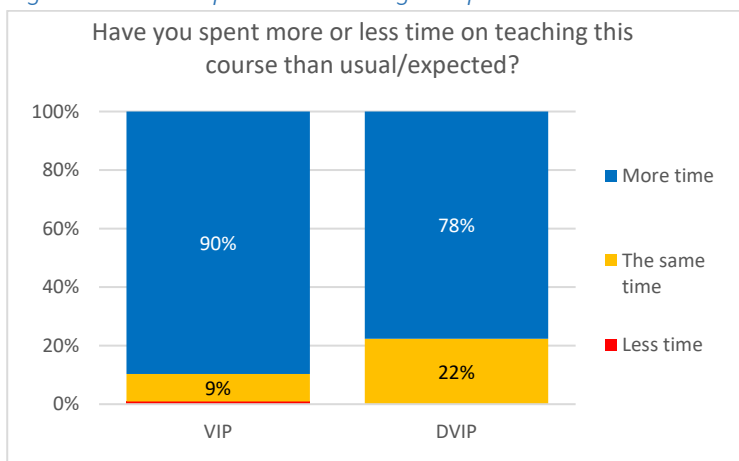
However, the assessment of the teaching correlates significantly with their attitude toward online/blended learning prior to the lockdown.

Figure 2.1. The effect of switching to online teaching on the quality of the teaching



Although the majority of the educators perceive the quality of their teaching as being worse than before the lockdown, nearly all educators respond that they have spent more time on teaching than usual.

Figure 2.2. Time spent on teaching compared to usual.

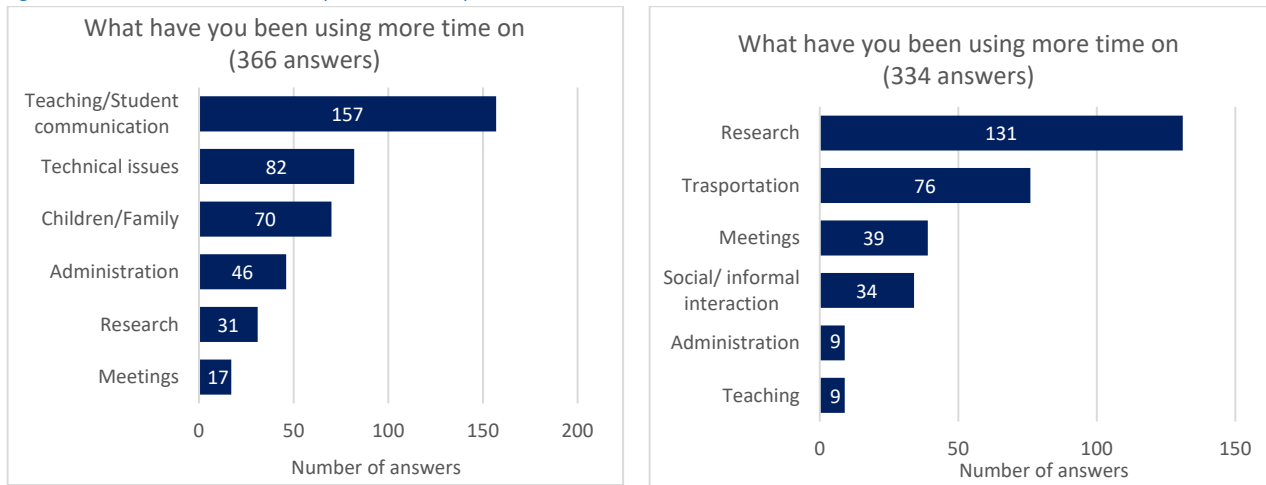


This result is supported by the answers to the open-ended questions about what the educators have spent more time on and what they have spent less time on (Figure 2.3. below).

Clearly, educators have been using more time on teaching online, and prepare the online teaching material, including getting into digital teaching tools, etc. In addition, many who taught in the spring semester had used less time on research and informal interaction with colleagues and friends.

Some, however, have also emphasizes the shorter and more efficient meetings as well as shorter commute time, which can be seen as a positive factor.

Figure 2.3. Answers to the open-ended questions about what educators have sent more and less time on

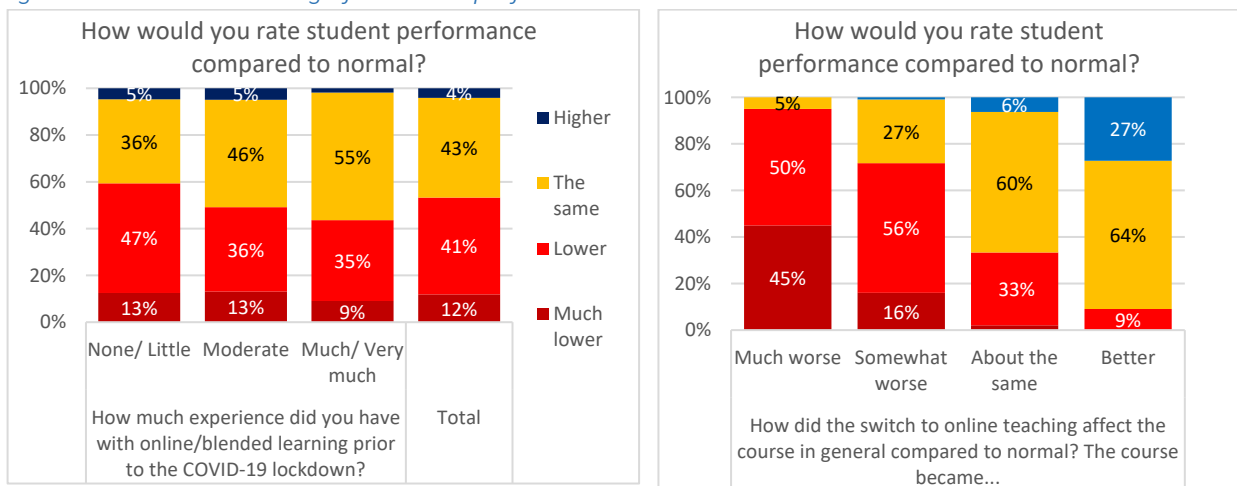


Note: The number of answers does not sum up to 366/334, since not all were annotated with the shown themes and others were containing more themes.

Finally, 53% of the educators also find that students performance have declined compared to the situation before the lockdown. This is not reflected in the fact that grades are higher this the semester than usual at CBS.

The perception of students' performance correlates heavily with the educators' assessment for their own teaching. It also significantly correlates with how much experience the educators have with online teaching.

Figure 2.4. Educators rating of students' performance.

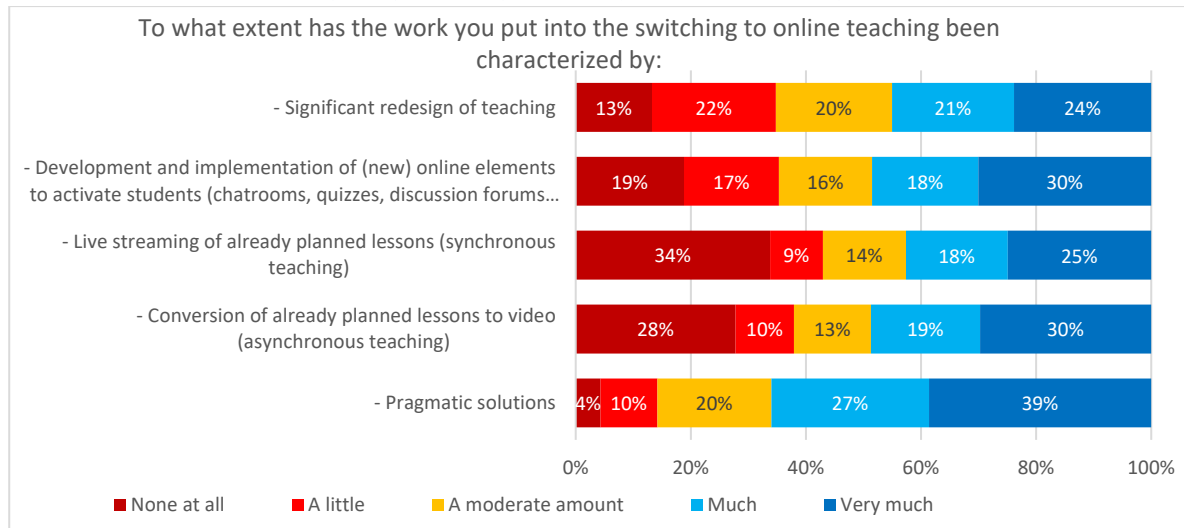


Conclusion: The majority of educators report that the COVID-19 lockdown have caused a decline in the teaching quality and in students' performances. At the same time, educators have spent more time on teaching. The lockdown has thus been very costly as the outcome of teaching is assessed to be lower than normal, while teaching has been more resource demanding. However, the assessment of the effects of the lockdown is somewhat dependent on the initial attitude to online/blended learning and to how much experience the educators have in using online teaching tools.

3. The process and consequences of switching the teaching to online.

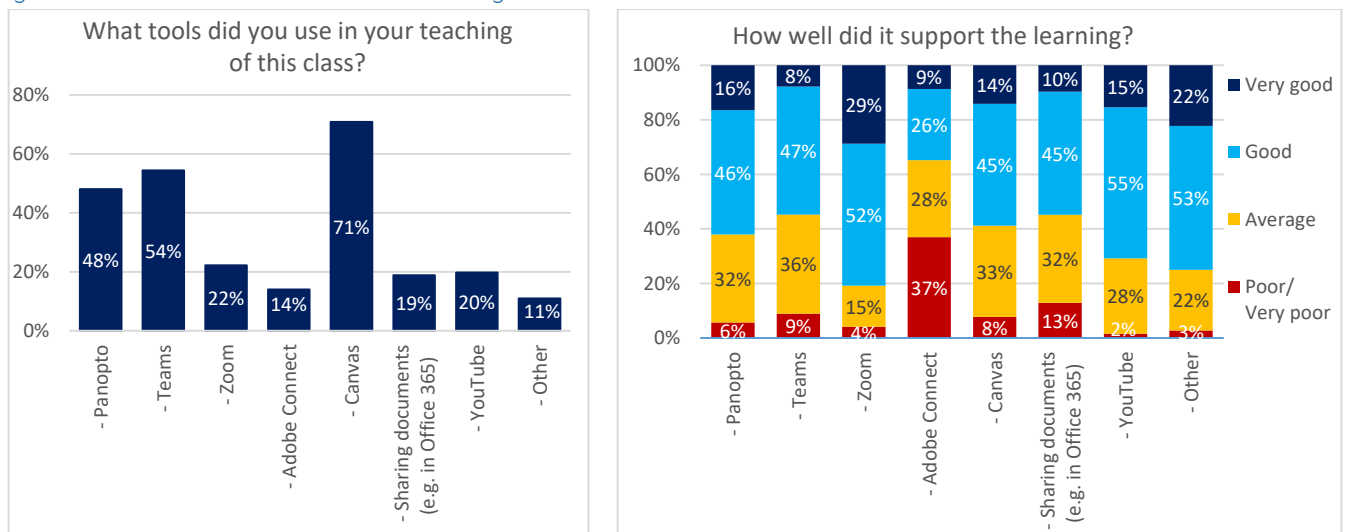
The educators' most common experience of the process of reorganizing teaching is that it was characterized by the need for pragmatic solutions. Two third of the educators experienced this to be the case to much or very much extent.

Figure 3.1. Characteristics of the process of switching to online teaching.



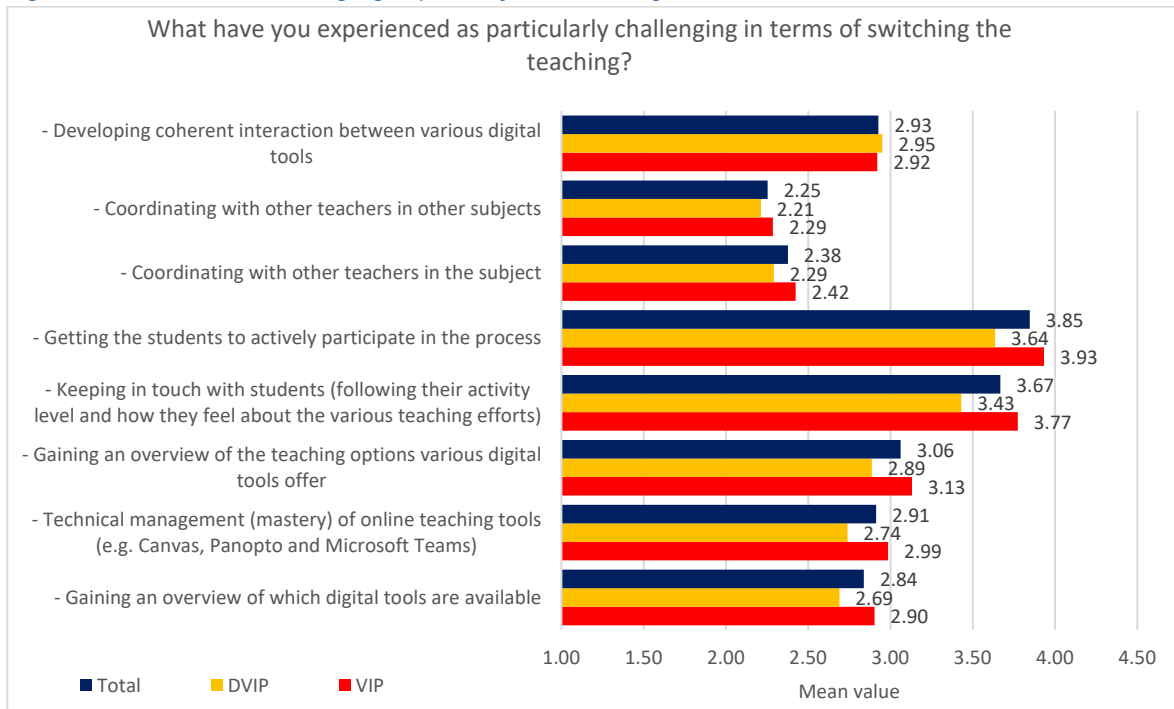
The most widely used online teaching tools are Canvas (71% of the respondents used Canvas), Microsoft Teams and Panopto. The 22% who managed to use Zoom were quite satisfied with that tool while the 14% who used Adobe Connect were less satisfied. In general, only very few were dissatisfied with the tools available for online teaching.

Figure 3.2. Tools used in the online teaching



In the educators' opinion, the most challenging aspects of switching the teaching format to online teaching was to keep in touch with students and getting them actively participating in the process.

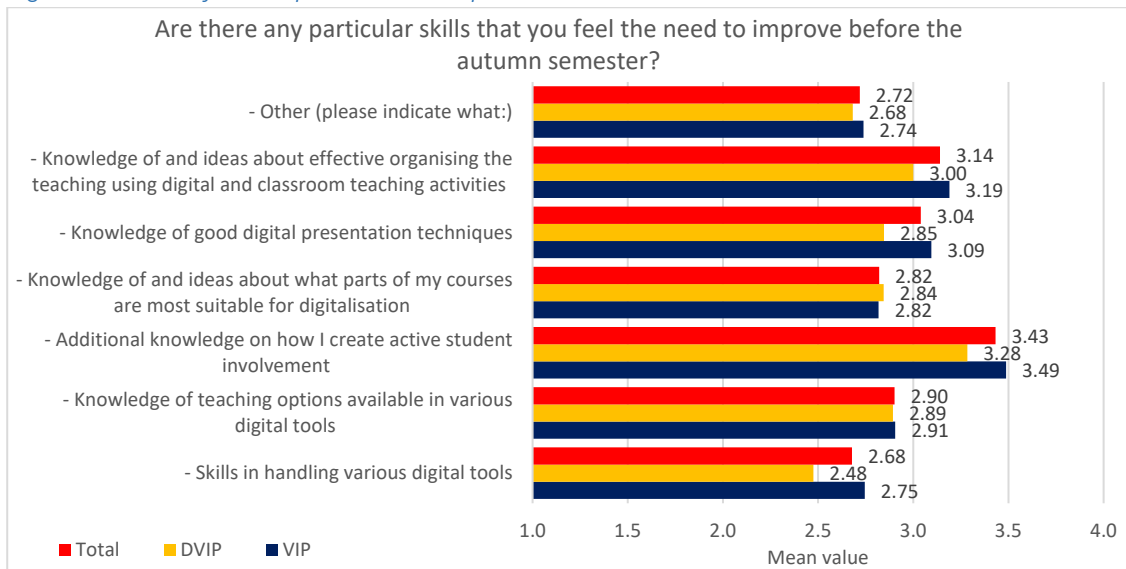
Figure 3.3. The most challenging aspects of the teaching.



Note: Means are calculated on the basis of the values: 1=Not at all, 2= A little, 3= A moderate amount, 4= Much, 5= Very much

Thus, according to the educators, the most urgent need for development of their competences for the coming autumn semester is to get knowledge of how to get more active student involvement in the courses.

Figure 3.4. Need for competence development.

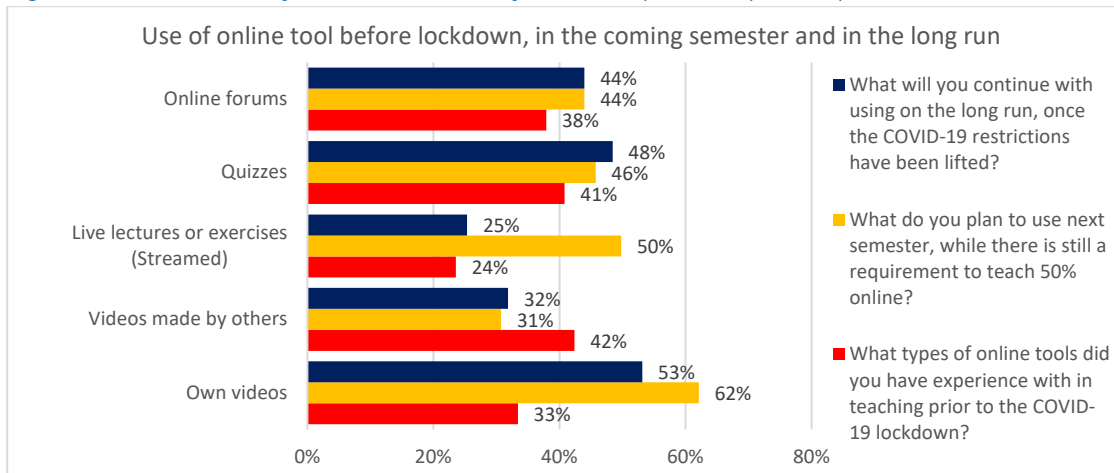


Note: Means are calculated on the basis of the values: 1=Not at all, 2= A little, 3= A moderate amount, 4= Much, 5= Very much

Although the process of reorganizing the teaching has been somewhat chaotic (characterized by searching for pragmatic solutions) and led to a declined quality in teaching the process seems to have motivated educators to increased application of digital teaching tools. While only 33% of the educators had experiences in producing their own videos prior to the lockdown 53% plan to continue using videos produced by themselves in their courses after the COVID-19 restrictions are lifted. 48% plan to continue

using online quizzes while only 41% used that tool before the lockdown. Live-streamed sessions seem to be a forced tool that will be widely used in the autumn semester but not applied further in the long run.

Figure 3.5. *Planned use of online tools in the future compared to prior experience.*

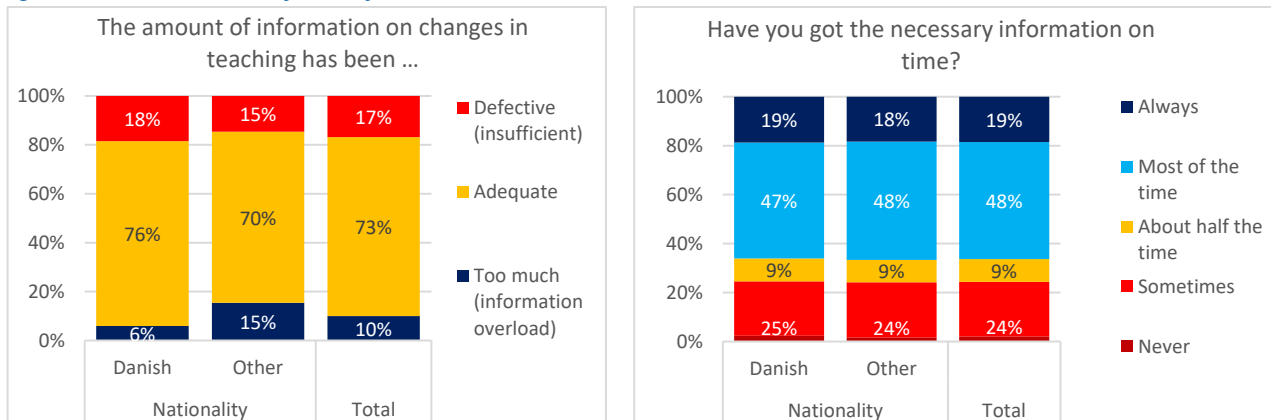


Conclusion: Two third of the educators report that the process of transforming the teaching to online teaching to much or very much extent was characterized by a search for pragmatic solutions. Not being able to meet students – and therefore not having a clear picture of students’ learning process – and low student involvement in the process have been the most challenging aspects in the transformation. Respondents perceive this is as a much more severe problem than technical issues of online teaching. In general, educators are quite satisfied with the tools available for online activities. The most used tools are Canvas, Microsoft Teams and Panopto. The most demanded area for competence development is building knowledge of how to increase students’ active involvement in the learning process. Nevertheless, educators seem to be motivated to increased use of digital teaching tools in the future. The long run effect of the lockdown seems to be that there will be more use of own produced videos, quizzes and online forums in the future teaching at CBS.

4. Information and support.

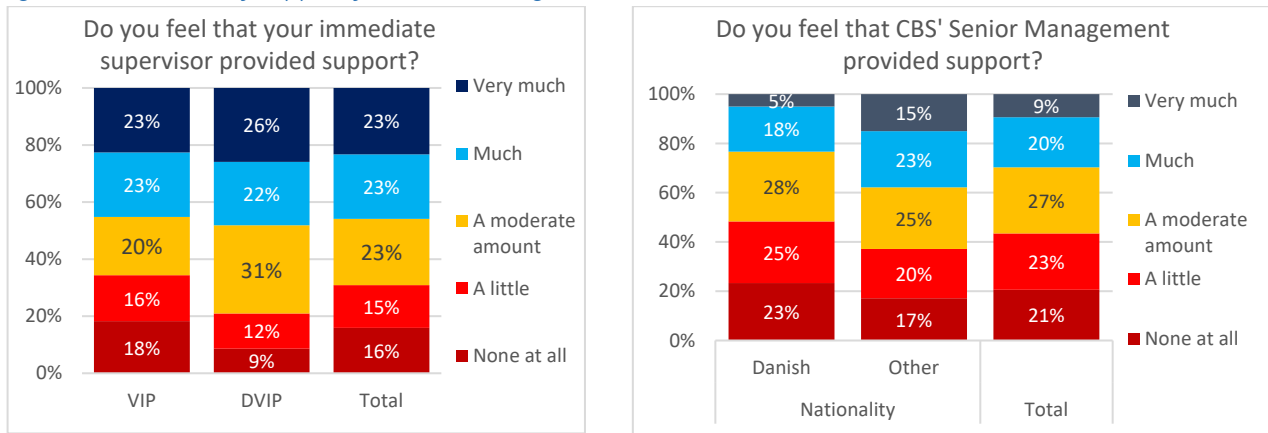
Educators seem satisfied with the amount and timing of the information they received on changes in teaching.

Figure 4.1. *Assessment of the information received.*



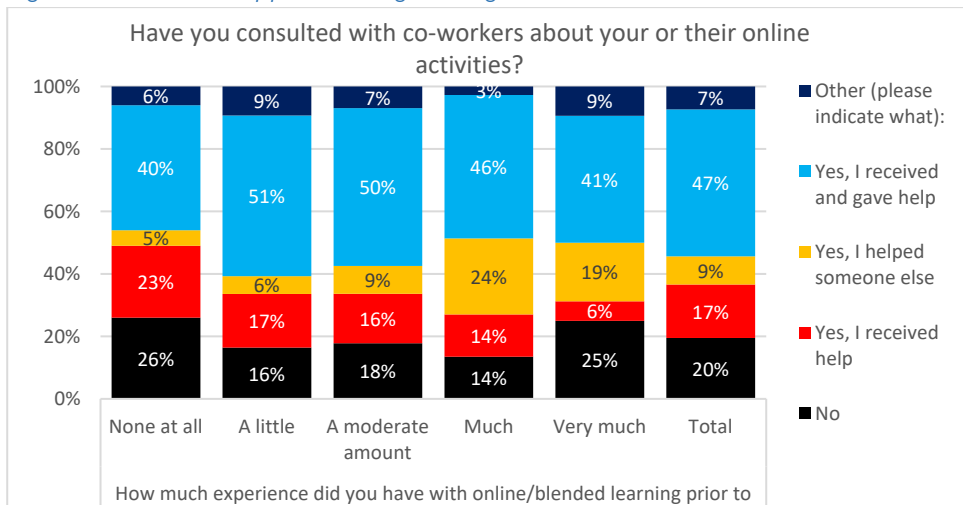
It was the immediate supervisor who primarily provided support from the management. Danes are more critical to the amount of support from Senior Management than educators of other nationality are.

Figure 4.2. Amount of support from the management



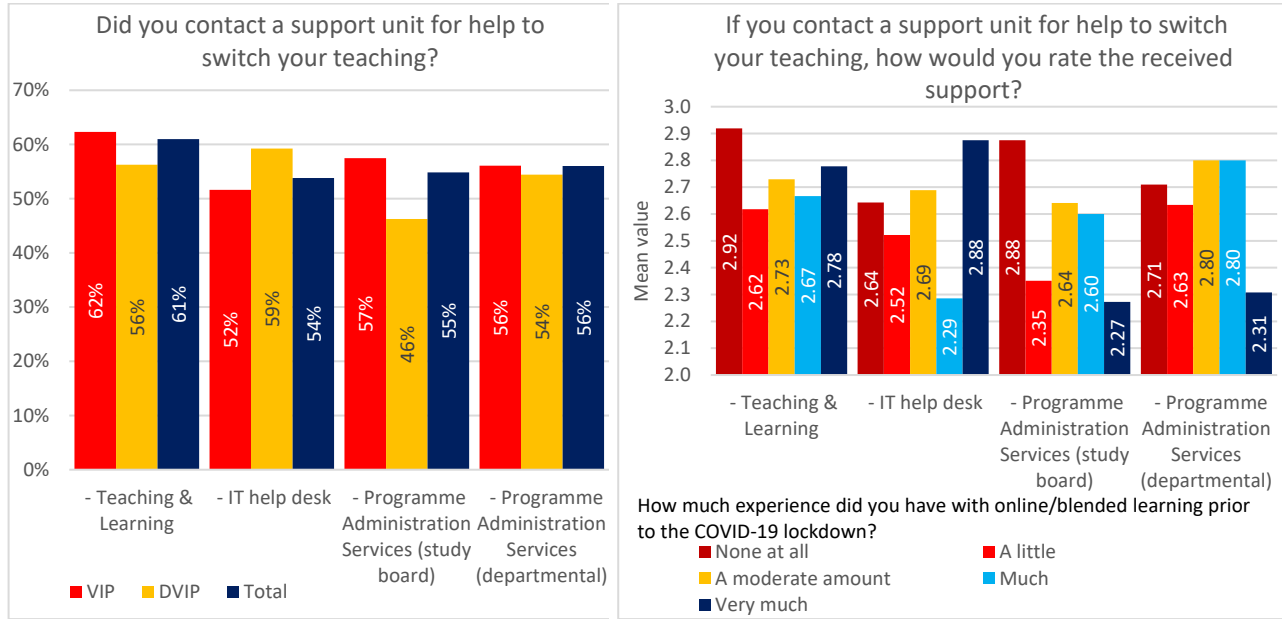
Support and help were largely exchanged between colleagues. 64% of the respondents received help from colleagues and 56% gave help. 20% neither gave nor received help from colleagues. It is understandable that 25% of the most experienced (in terms of applying online elements in their teaching) educators preferred to manage on their own. It is more surprising (or even scary) that just as many (26%) of the educators without any experience in applying online elements in their teaching were not in touch with colleagues about their online activities.

Figure 4.3. Mutual support among colleagues



Teaching and Learning is the support unit most frequently contacted and is the support unit best assessed (with is particular the case for educators without any experience in applying online elements in their teaching). However, it is striking that all support units are contacted by more than 50% of the respondents and the assessment of the received support is well above “average” for all units.

Figure 4.4. Use of and assessment of support units



Note: Means are calculated on the basis of the values: 1=Poor, 2= Average, 3= Good

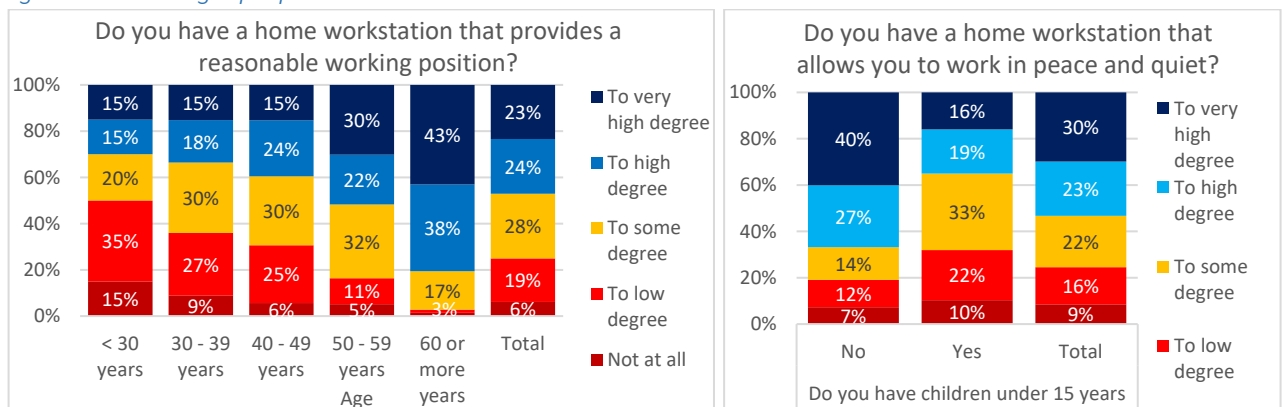
Conclusion: Educators are satisfied with the amount and timing of information about switching teaching to online teaching. The support units are widely used and the users are quite satisfied with the support received. Most educators are in touch with colleagues and exchange experiences and ideas. However, one quarter of the educators without any experience in using online elements in their teaching prior to the lockdown did not exchange support with colleagues. A consideration could be to work on this last aspect.

5. Work conditions during the lockdown

Work conditions have been examined with regard to (1) the home workstation and (2) the presence of children living at home, including how childcare, e.g. home schooling and home nursing is shared in the family during the lockdown.

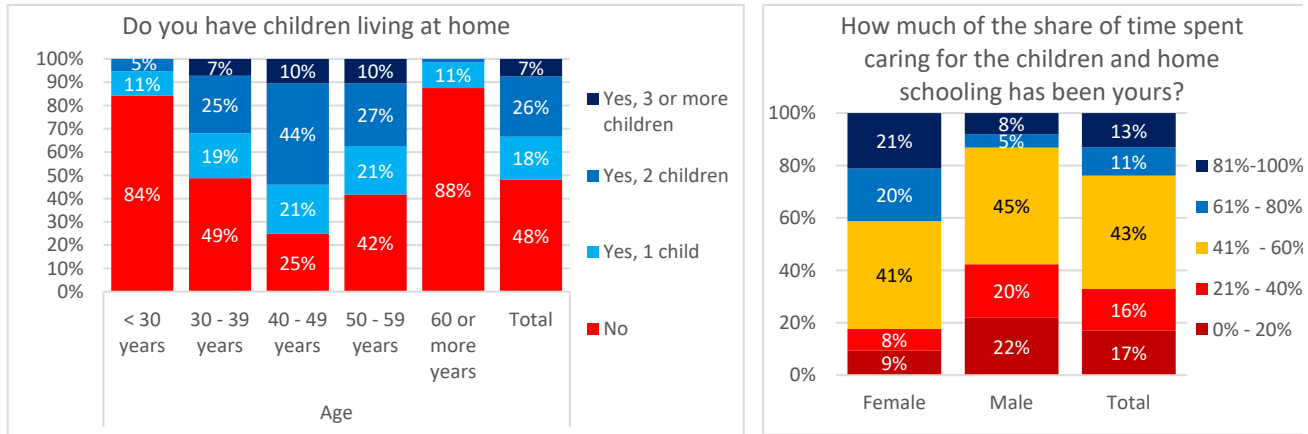
Having a proper home workstation correlates significantly with the age of the respondent. The explanation could be a presumed relationship between age and financial position, which is important to the size and design of the physical home. The ergonomic design of the home workplace only depends on the respondent's age, while having a workplace that allows the respondents to work in peace and quiet also depends heavily on the presence of children.

Figure 5.1. Having a proper home workstation.



The presence of children living at home depends very much on the age of the educators. The young and the seniors have rarely children while 75% of the middle-aged (40-49 years) have children.

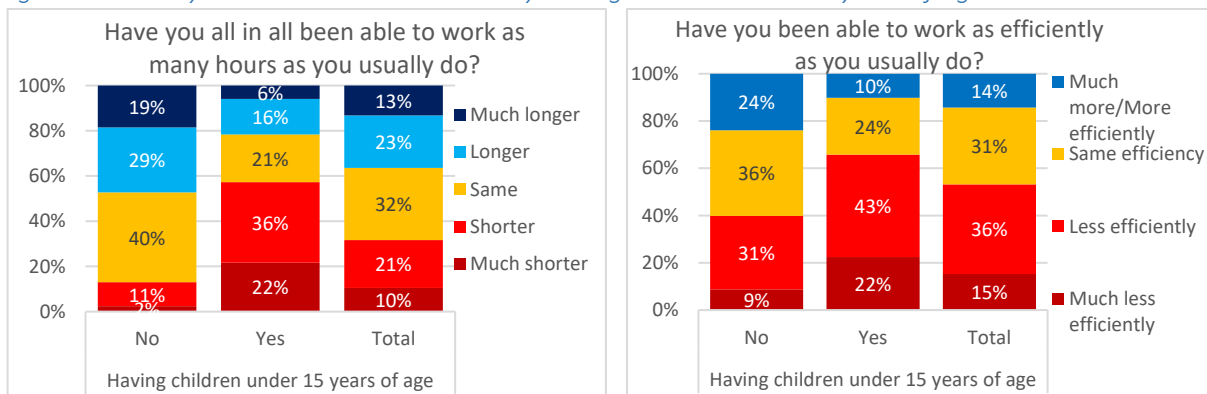
Figure 5.2. Presence of children by age and the share of childcare by gender.



Still in 2020 childcare is predominantly left to women. If you are a women the probability that you take responsibility for more than 60% of the childcare is more than 3 times as high as if you are a man.

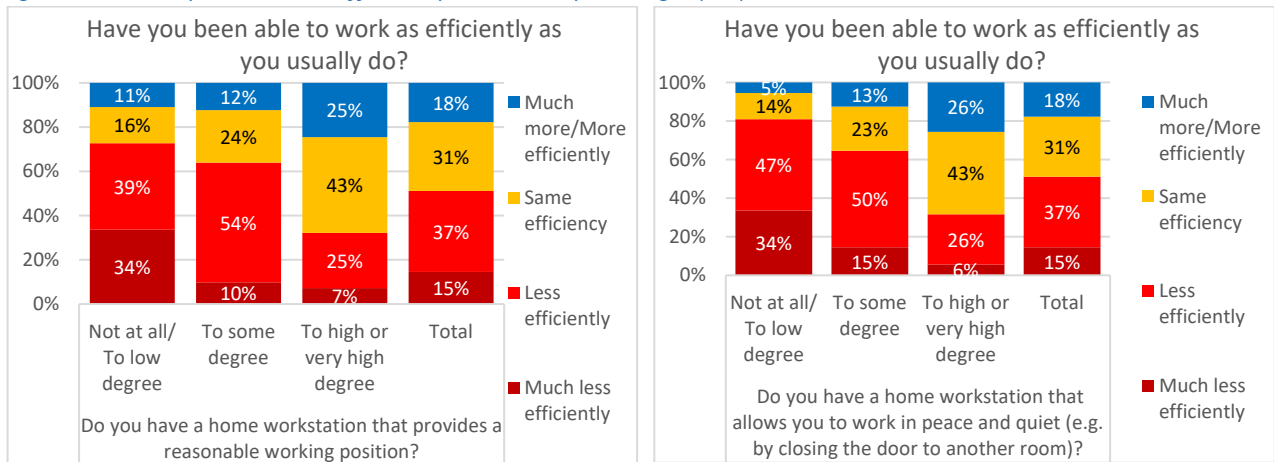
At the same time, it appears that having children is the most decisive factor determine the ability to work as many hours and as efficiently as usual.

Figure 5.3. Ability to work as much as usual by having children under 15 years of age.



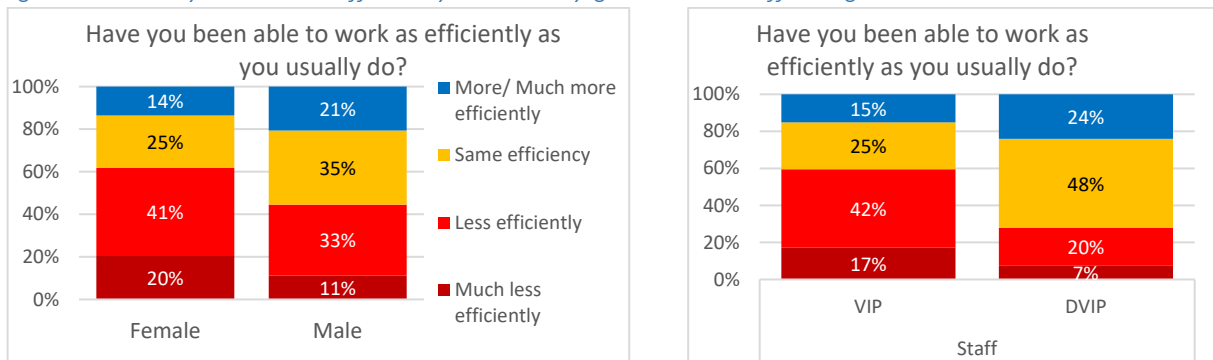
The ability to work as many hours as usual only correlates with the question of having children living at home. The ability to work as efficiently as usual also significantly correlates with the question of having a proper workplace (both in term of ergonomic design and in terms of peaceful and quiet work conditions – Figure 5.4 below).

Figure 5.4. Ability to work as efficiently as usual by having a proper home workstation.



Furthermore, work efficiency correlates with gender and staff categories (employed as VIP (full-time employed) or DVIP (part-time employed)).

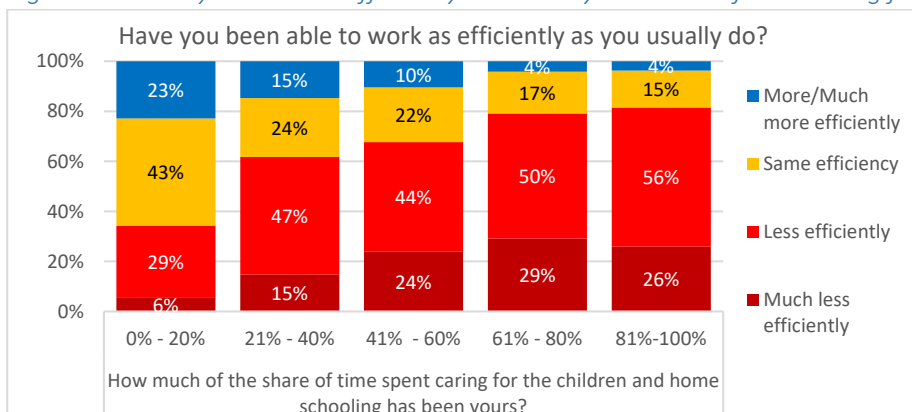
Figure 5.5. Ability to work as efficiently as usual by gender and staff categories.



Part-time and male educators have more often maintained (or even improved) the usual work efficiency than full-time and female educators have. This hold true even when controlled for having children, age, and the quality of the home workstation.

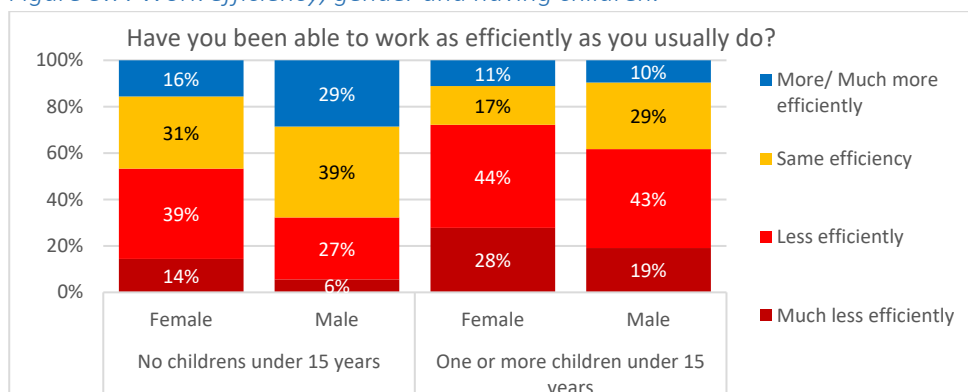
Finally, the ability to work as efficient as usual also depends on how much childcare the respondents take responsibility for, if they have children.

Figure 5.6. Ability to work as efficiently as usual by the share of time caring for children.



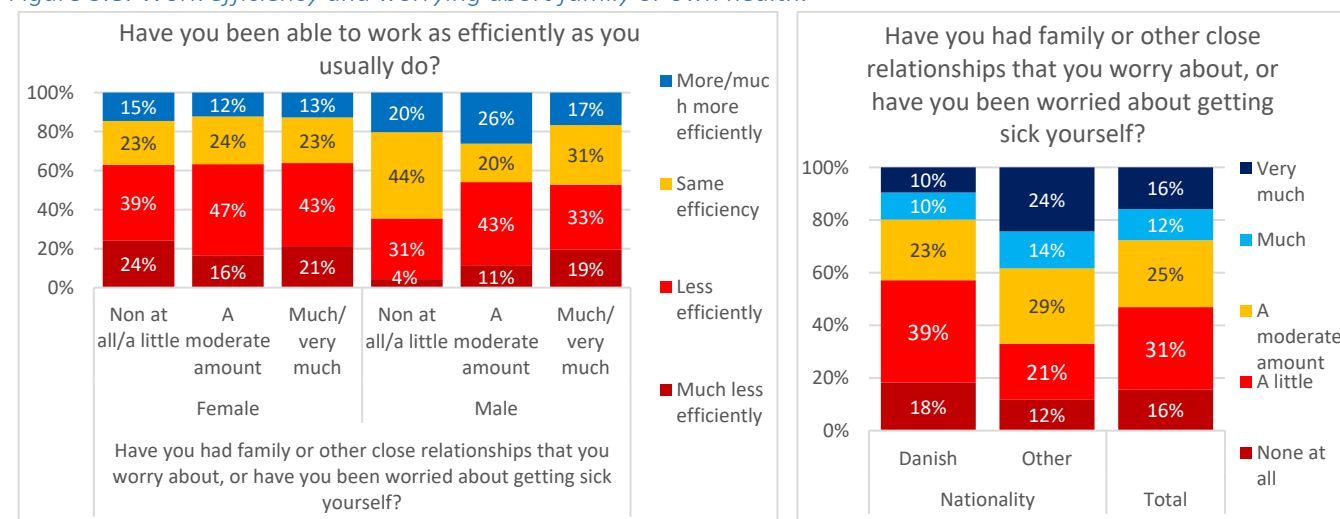
Although men are less likely to take on childcare, their perceived work efficiency is just as negatively affected by having children as women's are.

Figure 5.7. Work efficiency, gender and having children.



Worrying about family or own health do not seem to affect women's work efficiency. However, it affects the work efficiency of men negatively! Foreigners are more likely to worry about family than Danes are.

Figure 5.8. Work efficiency and worrying about family or own health.



Conclusion: The lockdown has had a negative effect on the educators work conditions. Educators with children are most negatively affected (in terms of reduced work hours and efficiency). If the respondent's home workstation do not provide a reasonable working position or allows a quiet and peaceful work environment, as is the case for younger faculty, the work efficiency is also negatively affected. Although men less likely take on childcare, their work efficiency is just as negatively affected by having children as women's are. Childcare is thus not the only explanation for women being more likely to experience lower work efficiency than men are. Full-time employed (VIP) are more disturbed by the lockdown than part-time employed (DVIP) are. The COVID-19 health crisis also affected (mostly men's) work efficiency by raising concerns about family and own health. Foreigners seem to be more worried for family and close relationships than Danes are.

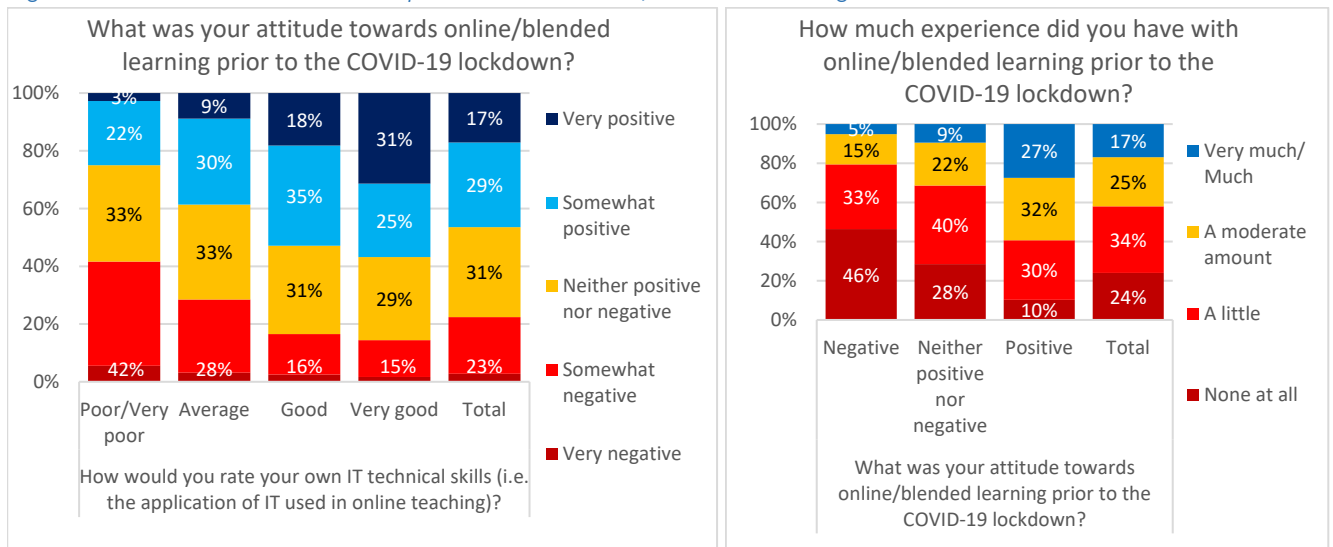
CBS has a communication task in emphasizing the importance of not closing childcare in a second COVID-19 wave for their employees work ability and wellbeing. Likewise, having a proper work station, particularly for younger faculty should be taken seriously.

6. Prerequisites for and attitude to the implementation of online teaching

In Chapter 2 we concluded, that the assessment of the effects of the lockdown is dependent on the initial attitude toward online/blended learning and on how much experience the educators have in using online teaching tools.

Overall, educators had a positive attitude to online/blended learning prior to the lockdown. There were twice as many (46%) having a positive attitude as there were having a negative attitude (23%). Nevertheless, more than half (58%) of the respondents have only little or none experience with online/blended learning. Not surprising, there is a clear correlation between the attitude towards online/blended learning and how much experience the respondents have with online/blended learning.

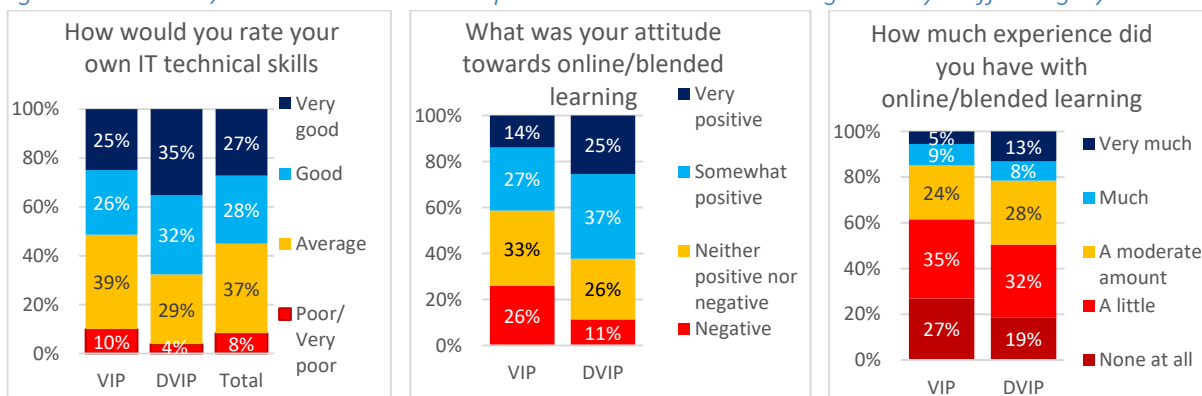
Figure 6.1. Attitude toward and experience with online/blended learning.



The attitude towards as well as the amount of experience with online teaching tools is also highly correlated with the respondent's IT skills. This indicates that better IT skills for CBS staff could promote a more positive attitude to online teaching tools and in the long run expand the use of such tools in teaching.

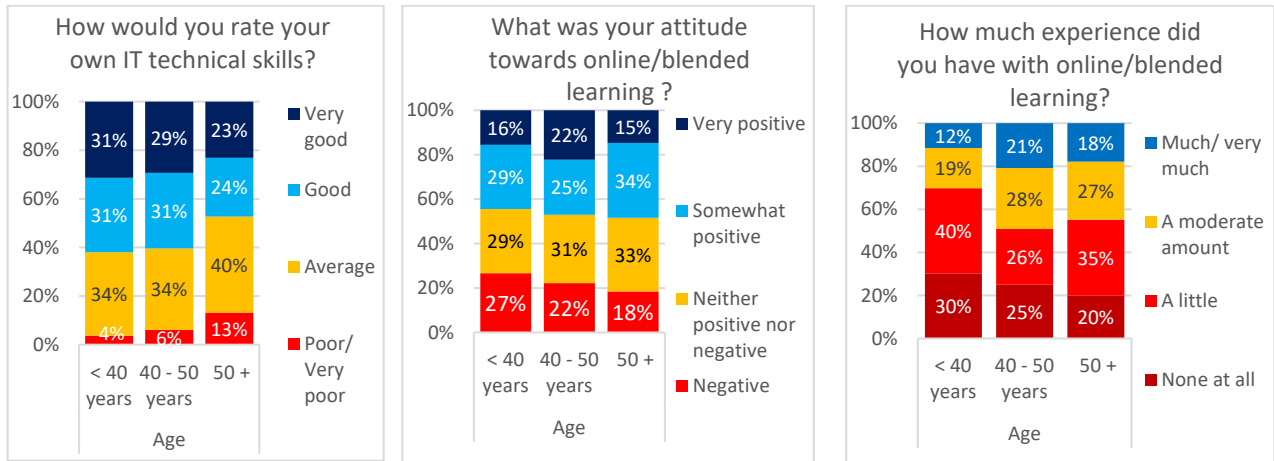
Respondents employed as part-time teachers (DVIP) reports better IT skills, a more positive attitude towards digital teaching tools and more experience with such tools than full-time staff (VIP) do.

Figure 6.2. IT skills, attitude toward and experience with online teaching tools by staff-category



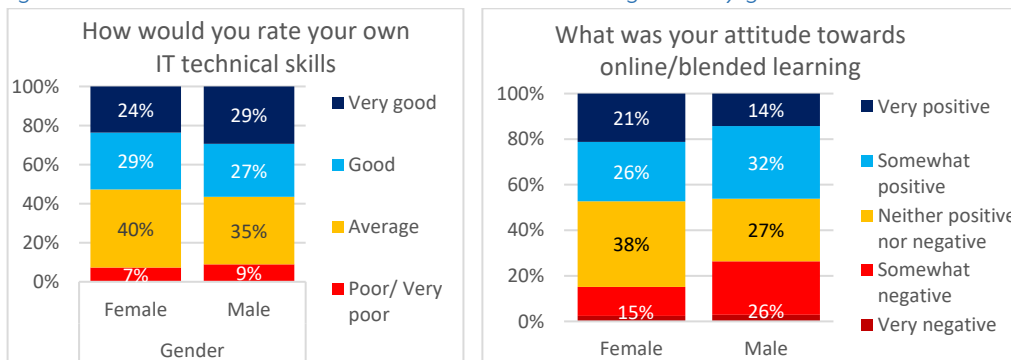
The senior respondents think they have better IT skills than younger respondents do and the young find themselves less experienced in the use of online teaching tools. It seems like young respondents have a less positive attitude to online teaching tools than the senior staff have, but this relationship is not significant.

Figure 6.3. IT skills, attitude toward and experience with online teaching tools by age



Men have a little better self-assessment of their IT technical skills than women have (just exactly significant) and there is no difference in, how experienced men and women are with online teaching tools. Nevertheless, women have a more positive (or rather a less negative) attitude towards online teaching tools than men have.

Figure 6.4. IT skills and attitude toward online teaching tools by gender



Conclusion: Good technical IT skills increase the propensity to have a positive attitude towards online teaching tools and increase their use. DVIP staff exhibit better IT skills, a more positive attitude towards and more experience in the use of online teaching tools than VIP staff do. Senior staff report better IT skills and are a little more experienced in the use of online teaching tools than younger staff are. Male respondents find their IT skills a little better than female respondents do but female respondents have a more positive attitude towards online teaching tools.

7. Further actions

- The comments and data are being processed further, including compiling a collection of colleague-to-colleague advices during August and a further analysis of data, merged with other CBS-data.
- In-depth Interviews are being performed during the late summer.
- A seminar at CBS 28th August for presentation and discussion of results.
- Student Evaluations and a student survey focusing on COVID19-effects are being analyzed during the late summer.

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