Crisis Transition - Faculty

Start of Block: Informed Consent

**INDIANA UNIVERSITY INFORMED CONSENT STATEMENT FOR RESEARCH**

Crisis Transition to Online Learning: Measuring the Impact of Class Suspension  
due to COVID-19 on Students and Instructors

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Indiana University Pervasive Technology Institute

Protocol 2004157166  
  
**ABOUT THIS RESEARCH**

You are being asked to participate in a research study. Scientists do research to answer important questions which might help change or improve the way we do things in the future. This consent form will give you information about the study to help you decide whether you want to participate. Please read this statement and ask any questions you have before agreeing to be in the study.

**TAKING PART IN THIS STUDY IS VOLUNTARY**

You may choose not to take part in the study or may choose to leave the study at any time. Deciding not to participate or deciding to leave the study later will not result in any penalty or loss of benefits to which you are entitled and will not affect your relationship with Indiana University or the Indiana University Pervasive Technology Institute.

WHY IS THIS STUDY BEING DONE?   
The COVID-19 pandemic has caused Indiana University, like many colleges across the United States, to suspend in-person classes, transitioning fully and abruptly to remote learning. It is important to understand how this transition has affected course instruction and student learning. This understanding will inform the university community’s efforts to recover from the current crisis, and to develop more robust continuity plans for future disasters or pandemics.

You were selected as a possible participant because you were (1) an undergraduate student enrolled for the Spring 2020 semester in at least one credit-bearing, SIS-provisioned Canvas course site with an active "Student" role at the time of file creation, or (2) you were an instructor enrolled in at least one credit-bearing, SIS-provisioned Canvas course site with an active "Instructor" role at the time of file creation.

The study is being conducted by Principal Investigator Benjamin A. Motz, Ph.D., Indiana University Pervasive Technology Institute. It is funded by the Indiana University Office of the Vice President for Research.

HOW MANY PEOPLE WILL TAKE PART?   
If you agree to participate, you will be one of potentially up to 100,000 Indiana University undergraduate students or instructors taking part in this study.

WHAT WILL HAPPEN DURING THE STUDY?   
If you agree to be in the study, you will take an online survey that should not take more than 12 minutes to complete. After receipt of the initial invitation, non-respondents, including those who have not proactively opted out of the study population, will receive up to four reminders via email. Information about your activity within the Canvas learning management system will be summarized and appended to your survey responses. You will have an option to indicate your willingness to participate in future interviews and/or focus group sessions conducted via teleconference or in person.

WHAT ARE THE RISKS OF TAKING PART IN THE STUDY?   
As with any research study, there is potential risk for the loss of confidentiality. Further, participants may experience a mild degree of discomfort with some questions.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THE STUDY?   
While there are no tangible or financial benefits from participating in this study, respondents may realize a sense of satisfaction in contributing to the general body of knowledge related to the impact of COVID-19 on higher education.

HOW WILL MY INFORMATION BE PROTECTED?   
Efforts will be made to keep your personal information confidential. We cannot guarantee absolute confidentiality. Your personal information may be disclosed if required by law.

Organizations that may inspect and/or copy your research records for quality assurance and data analysis include groups such as the study investigator and his/her research associates, the Indiana University Institutional Review Board or its designees, the Office of the Vice President for Research, and state or federal agencies who may need to access the research records (as allowed by law).

All collected data will be stored on secure university systems and/or databases (e.g., the Qualtrics survey platform, Box-encrypted files, or similar.) Only anonymized data will be reported in papers, presentations, and reports, or made publicly available. Only anonymized data will be archived (e.g., in Indiana University ScholarWorks) or made publicly accessible.

WHAT OTHER INFORMATION ARE YOU USING?

The responses you provide in this study will be analyzed, in part, using biographical and demographic data that you have previously supplied to Indiana University. Institutional data that the Principal Investigator and members of the study team have requested from Indiana University institutional sources include:

* Age
* Race
* Ethnicity
* Home ZIP/postal code
* Length of service
* Years of experience

WILL MY INFORMATION BE USED FOR RESEARCH IN THE FUTURE?   
Information collected in this study may be used for future research studies or shared with other researchers for future research. If this happens, information that could identify you will be removed before any information is shared. Since identifying information will be removed, we will not ask for your additional consent.

WILL I BE PAID FOR PARTICIPATION?   
You will not be paid for participating in this study.

WILL IT COST ME ANYTHING TO PARTICIPATE?   
Other than your time, there is no cost to you for taking part in this study.

WHO SHOULD I CALL WITH QUESTIONS OR PROBLEMS?   
For questions about the study, contact Principal Investigator Benjamin Motz, Ph.D., at bmotz@indiana.edu. For questions about your rights as a research participant; to discuss problems, complaints, or concerns about a research study; or to obtain information or to offer input, please contact the IU Human Subjects Office at 800-696-2949 or at irb@iu.edu.

CAN I WITHDRAW FROM THE STUDY?   
If you decide to participate in this study, you can change your mind and leave the study at any time. You can withdraw your consent to participate by contacting Principal Investigator Benjamin Motz, Ph.D., at bmotz@indiana.edu.

I consent to participate. Take me to the survey.

I do not consent to participate.

End of Block: Informed Consent

Start of Block: Background

This set of questions will ask you some basic background information.

What is your academic post at Indiana University?

Tenured faculty

Pre-tenure faculty

Full-time teaching faculty (non-tenure track)

Full-time clinical/research faculty (non-tenure track)

Part-time adjunct faculty

Graduate student associate instructor

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many years of experience do you have teaching at the college level?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In general, how would you describe your level of comfort in adopting new technology in your classes?

Very uncomfortable

Uncomfortable

Neither comfortable or uncomfortable

Comfortable

Very comfortable

**Excluding the classes that transitioned to remote instruction during the Spring 2020 semester**, how many years of experience do you have teaching 100% online classes?

0 — I have not previously taught any 100% online courses

1

2–4

More than 4

Have any of your classes during the Spring 2020 semester transitioned from in-person (or hybrid) to remote instruction?

Yes

No

How many of your classes during the Spring 2020 semester transitioned from in-person (or hybrid) to remote instruction?

0

1

2–4

More than 4

On average, how many semesters have you taught the classes that transitioned to remote instruction this semester?

0 — This was my first time teaching the course

1

2–4

More than 4

Many of the questions in this survey pertain to the experience of transitioning from an in-person teaching environment to remote instruction due to COVID-19.  You indicated that you did not have any courses undergo this transition. Which of the following apply?

I was not teaching at all during the Spring 2020 semester.

I was only teaching 100% online courses, which were already remote (experienced no transition).

I was only teaching service learning, independent study, or independent research courses, which did not undergo a transition.

Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Even though you did not experience a transition from an in-person teaching environment to remote instruction during the Spring 2020 semester, your responses are still meaningful for comparison with those who did undergo a transition.  Understanding that remote instruction due to COVID-19 may not have significantly impacted your teaching activities, please respond to the remaining items to the best of your ability.

End of Block: Background

Start of Block: Transition opinion

The following items ask about your experience *before* the transition to remote instruction.  
  
Please indicate your level of agreement with the following statements on a scale of 1 to 5, with 1 being “Strongly disagree” and 5 being “Strongly agree.”

Before the transition to remote instruction…

1 - Strongly disagree

2 - Disagree

3 - Neither agree or disagree

4 - Agree

5 - Strongly agree

Not applicable

Online teaching conflicted with my personal identity as an instructor.

I resisted learning about online teaching and learning.

I was familiar with technology for online teaching and learning in my discipline.

I was familiar with strategies for online teaching in my discipline.

The following items ask about to your experience *during* the transition to remote instruction.

Please indicate your level of agreement with the following statements on a scale of 1 to 5, with 1 being “Strongly disagree” and 5 being “Strongly agree.”

During the transition to remote instruction…

1 - Strongly disagree

2 - Disagree

3 - Neither agree or disagree

4 - Agree

5 - Strongly agree

Not applicable

I knew where to go for technical support for online teaching.

I knew where to go for instructional support for online teaching.

My department offered sufficient resources for online teaching.

My university offered sufficient resources for online teaching.

I was able to find sufficient resources for online teaching.

I felt like my university was well-prepared.

I personally felt well-prepared.

I am now more willing to teach a 100% online course.

End of Block: Transition opinion

Start of Block: Interaction

Please indicate your level of agreement with the following statements about the transition to remote instruction during the Spring 2020 semester on a scale of 1 to 5, with 1 being “Strongly disagree” and 5 being “Strongly agree.”

When answering the following items, please consider only one undergraduate course that you taught in Spring 2020. If there is more than one, please consider the one undergraduate course that would be *most typical* for you to teach in a normal semester.

For the single course you have in mind, after courses transitioned to remote instruction…

1 - Strongly disagree

2 - Disagree

3 - Neither agree or disagree

4 - Agree

5 - Strongly agree

Not applicable

It was easier to keep track of how my students were doing.

It was easier to resolve my students’ challenges.

I missed more emails from students.

I felt more disconnected from my students.

I felt like my students needed more motivational support.

End of Block: Interaction

Start of Block: Teaching materials

Please indicate your level of agreement with the following statements about the transition to remote instruction during the Spring 2020 semester on a scale of 1 to 5, with 1 being “Strongly disagree” and 5 being “Strongly agree.”

1 - Strongly disagree

2 - Disagree

3 - Neither agree or disagree

4 - Agree

5 - Strongly agree

Not applicable

I am concerned about whether I maintain ownership of the class materials I post online.

I am concerned that the material I post online might be copied and shared on the internet.

I am concerned about others perceiving me as technologically illiterate.

I asked others to share their instructional materials with me.

Others were willing to share their instructional materials with me.

I created my own instructional materials.

I was willing to freely share the materials I created with others.

What did you create? (text box)

End of Block: Teaching materials

Start of Block: Course options

When answering the following items, please consider only one undergraduate course that you taught in Spring 2020. If there is more than one, please consider the one undergraduate course that would be *most typical* for you to teach in a normal semester. For the single course you have in mind, please consider the following prompt.

For each of the following activities, please indicate which of the following applied during the Spring 2020 semester.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | No, it was not my intention to make this a significant component. | Yes, it was a significant component. | No, it was not a significant component but I wanted it to be. | Not applicable to my course. |
| Answering practice questions |  |  |  |  |
| Taking online quizzes or exams |  |  |  |  |
| Working on projects independently |  |  |  |  |
| Working on projects with other students |  |  |  |  |
| Participating in live video class meetings |  |  |  |  |
| Creating original artwork |  |  |  |  |
| Practicing performing |  |  |  |  |
| Giving presentations |  |  |  |  |
| Watching short instructional videos |  |  |  |  |
| Watching long instructional videos |  |  |  |  |
| Reading a textbook |  |  |  |  |
| Reading source material (books, articles, etc.) |  |  |  |  |
| Discussing course topics with other students |  |  |  |  |
| Writing essays, reflections, analyses, etc., independently |  |  |  |  |
| Writing essays, reflections, analyses, etc., with other students |  |  |  |  |
| Interacting with online laboratories/simulations |  |  |  |  |
| Making a portfolio |  |  |  |  |

For the activities that you assigned to your students during remote instruction, where did you get the materials? *Please select up to three.*

I had already made them during a previous semester

I made them myself during the Spring 2020 semester

From the internet

From my textbook’s publisher

From my university colleagues/peers

From my colleagues/peers at another university

From a professional society

From library resources

For the activities that you would have liked to assign to your students but didn’t, what were the limitations that prevented you from doing so? *Please select up to three.*

Lack of familiarity with technology

Lack of a technology for implementing the activity

Lack of time

I didn't know where to find materials

Lack of knowledge of instructional design in an online environment

I didn't know that it was an option at the time

Concern about overburdening my students

Concern that students might cheat

Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

End of Block: Course options

Start of Block: Teaching change

Please indicate your level of agreement with the following statements about the transition to remote instruction during the Spring 2020 semester on a scale of 1 to 5, with 1 being “Strongly disagree” and 5 being “Strongly agree.”

When answering the following items, please consider only one undergraduate course that you taught in Spring 2020. If there is more than one, please consider the one undergraduate course that would be *most typical* for you to teach in a normal semester.

For the single course you have in mind, after courses transitioned to remote instruction…

1 - Strongly disagree

2 - Disagree

3 - Neither agree or disagree

4 - Agree

5 - Strongly agree

Not applicable

It was more difficult to teach.

I was more motivated to teach.

Teaching became a more important aspect of my job.

As a percent of my total professional responsibilities, the time I invested in teaching increased overall.

My students’ learning outcomes became less important.

My students got higher grades than they would have under normal circumstances.

The quality of my students’ work decreased.

I was able to stay true to my original teaching values and objectives.

I think students committed more academic misconduct.

My students received a lower-quality learning experience.

I think my students will struggle in their future courses or future employment because my course had to be offered remotely.

I think my students will be more comfortable learning via remote instruction in the future.

End of Block: Outcomes

Start of Block: Open-ended

**Instructions**: These open-ended questions are intended to gather information on specific details and experiences of your transition to remote instruction. Please provide as much detail as you want.

What one thing could Indiana University have done to improve your experience after the transition to remote instruction?

Reflecting on your transition to remote instruction, what was the most negative outcome?

Reflecting on your transition to remote instruction, what was the most positive outcome?

Is there anything else regarding your experience with the transition to remote instruction that you would like to share?

End of Block: Open-ended

Start of Block: Interview

**Instructions**: We would like to gather more details and information regarding your experience with Indiana University’s transition to remote instruction. Please indicate whether you would like to participate in an interview or focus group administered through Zoom. This is entirely voluntary and you are not obligated to participate in an interview.

Are you willing to participate in future interviews or focus groups about your experience of remote instruction? By selecting “yes,” you are agreeing to be contacted at a later date by phone or email. Please note that your responses may be shared with interviewers.

Yes

No

Please provide your preferred email and/or phone number.

Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

End of Block: Interview

[End Message for Interview/Focus Group]

Thank you for agreeing to participate in an interview or focus group. You will be contacted soon for scheduling an interview/focus group. If you have any questions or concerns, please contact Ben Motz at [ptieval@iu.edu](mailto:ptieval@iu.edu).

[End Message for Completion/Non-interview]

Thank you for agreeing to participate in this study. If you have any questions or concerns, please contact Ben Motz at [ptieval@iu.edu](mailto:ptieval@iu.edu).