

*The following questions and notes on student answers were collected by Lillian Wang, the Undergraduate Student Representative to the ASCC, at a meeting of the Arts and Sciences Student Council on Jan. 17th, 2024*

**On Direct Instruction:**

- What do you think defines direct instruction across the board in in-person v. online classes?
- What are your thoughts on direct instruction in online v. in-person courses?
- Is one better than the other?

**On Indirect Instruction:**

- Do you feel on-track in online courses?
- How effective do you think online courses are? What can we do for online courses — asynchronous and synchronous — to be more effective?
- In online classes, did you feel you were able to establish a good relationship with your professors? How about your engagement level in the class?
- Were you able to learn the material effectively in your online course? What tools did the professor use to facilitate this, if any? What could your professors improve upon in online courses?
- How well is the effectiveness/quality of asynchronous-online courses translated to you as you look through courses during course selection?

What defines **Direct Instruction**? → overall good impression

- live class = direct instruction
- passion, energy, engaging, professor's personality, all of which suffer due to indirect/online instruction

**Indirect Instruction**? → overall bad impression from students

- lack of structure, lack of accountability for students and professors, lack of environment conducive to learning
- low threshold of attention, fewer points of interaction with prof
- difficult to know what you are getting into, using rate-my-professor isn't particularly helpful.
- indirect instruction is unfair to students with conditions like ADHD who find it extremely difficult to concentrate outside of the classroom
  - indirect relies on the students' own discipline (students find it hard to get into the mindset to take notes), and some students feel set up for failure
- Feedback delay: no timely feedback for on-the-spot questions
- classes are not personalized: the same videos are played over and over again with stagnant, boring language; online lectures are drab
- however, indirect instruction is still useful
  - working around scheduling issues/lab work
  - some course material (GE's cited) work better in an online form → have less concrete concepts to build upon
  - some students said online classes are useful when recorded (synchronous)

### **Potential Solutions** + ideas to help direct instruction in in-person/online settings

- teachers' required office hours must equal the # of credit hours the class is
  - however, teacher's may not have the time
- (asynch) utilizing software and technology to increase engagement and personalize the class
- required weekly synchronous recitation where teachers can address students' questions in a direct and creative manner (already a feature in some classes. Maybe universalize this?)
- Student defined direct instruction as the professor providing a challenge and making students solve it in class
- further incorporating learning outcomes into the class (asynch)
- Professor Burnout: students supporting professors should be looked into for online classes.
  - utilizing back-end software so professors can openly communicate with students?
- asynchronous classes should present the syllabus
- make course descriptions more engaging + give hints about what special features professors have baked into their online courses
- a preview video? Could be made by the professors themselves, OR just a 30s - 1 min recording/compilation of the class (online or in-person) if prof's don't have the time.

### **Conclusions:**

- direct instruction is largely determined by professor-student rapport
- direct instruction is preferred to indirect, but indirect still has useful merits
- students believe there are ways to bring direct instruction into online, indirect instruction environments.