COVID-19: Exploring Self-Centered and Community-Based Activities Faculty Engaged in while Teaching Remotely During a Crisis

Izzy Brown¹, Dr. Grace Panther², Dr. Heidi Diefes-Dux³

¹Durham School of Architectural Engineering and Construction, ²Civil and Environmental Engineering, ³Biological Systems Engineering

Background

- In the advent of the COVID-19 global pandemic, many changes were made to the ways of teaching
- Faculty were forced to adapt quickly and were faced with constantly changing circumstances
- Similar to a career-change, the transition to remote instruction required sufficient resources to allow faculty to successfully adapt
- Adaptability is not as much about the change, but about regulation of behavior in response to uncertain situations
- Data was collected on the resources used by tracking the activities engaged in by faculty members and whether they considered the behavior typical or atypical
- It is important to track the resources used and normality of the behavior to know how faculty adapted and what additional support may be necessary

Research Question:

What change was seen in the resources used by faculty while transitioning to remote instruction?

Methods

- Weekly surveys were sent out to engineering faculty during the last seven weeks of the semester (April-May)
- Survey consisted of multiple choice and open-ended questions
- Survey Questions Analyzed:
  - Faculty tended to report that the things they did more often were centered and community-based
  - Activities were separated into self-centered and community-based categories
  - There were 5 choices for each category
  - To what degree do you agree with this statement: The activities I indicated above are similar to those in which I have engaged in a typical week prior to the COVID-19 mandate for remote instruction?
- Faculty responded using a four-point scale that ranged from strongly agree (typical behavior) to strongly disagree (atypical behavior)

Demographics

- 52 R1 University faculty members
- 19.3% female
- 80.7% male

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<tr>
<th>Number of participants and percentage of agreement to normality (typical/atypical) by week</th>
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<td>Participants</td>
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<td>Typical</td>
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<td>Atypical</td>
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Self-Centered Activities

- Activity level trends downward for self-centered and community-based activities for both typical and atypical behavior
- Spike in “Taught Self” in week 5 for atypical behavior
- More casual conversations reported than any other community-based activity across all surveys for participants who reported typical activity
- Increase in “Help from Staff” in week 6 for both typical and atypical response groups
- “Workshop” was not selected in the middle of the semester for typical and atypical response groups.

Community-Based Activities

- Activity level decreased for both self-centered and community-based activities as the semester progressed and as faculty members became more accustomed to teaching online
- Faculty tended to report that the things they did more closely represented typical behavior later in the semester
- Faculty did a lot in the first few weeks, most likely to prepare for the weeks ahead

Future Work

- Future analysis will incorporate the reported emotion of faculty in the analysis of the activities performed
- The survey included 48 emotion choices each week as well as a question asking if the emotions reported were typical prior to COVID-19
- The qualitative components of the data set (interviews and open-ended questions) will be analyzed to provide another layer of understanding

Key Findings

- Activity level decreased for both self-centered and community-based activities as the semester progressed and as faculty members became more accustomed to teaching online
- Faculty tended to report that the things they did more closely represented typical behavior later in the semester
- Faculty did a lot in the first few weeks, most likely to prepare for the weeks ahead

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References: