

IED20

Transitioning to Increased Online Instruction in a Large Public University

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Abstract

This study aims to gain a better understanding of the challenge of online instruction for faculty and students to improve student advising, curricular development, and faculty professional development. Specifically, we suspect that overall outcomes for online instruction are worse than for face-to-face instruction. When broken down by demographics, minority and Pell-eligible students will have poorer learning outcomes and satisfaction. By examining the efficacy of online instruction in the post-COVID environment, weighing flexibility and convenience against quality concerns, we hope to achieve a better understanding of the success in undergraduate online instruction in the CSULB context.

Conference Track

Innovative Education