

Report on the Online Education during COVID-19 Emergency Survey

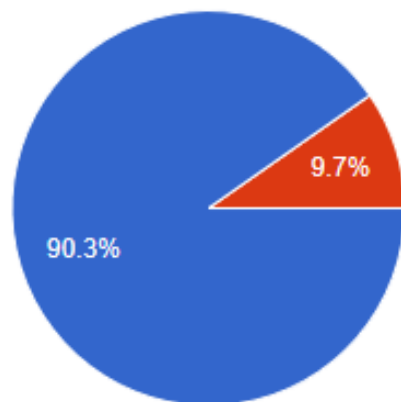
Participation

- 31 lecturers/researchers (out of 87 surveyed; 35.6%)
- 52 students (out of 147 surveyed; 35.4%)

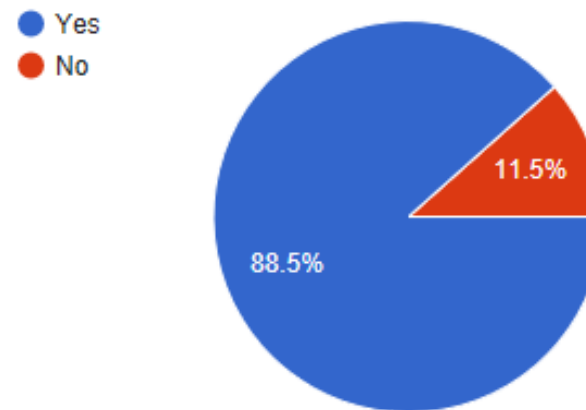
Main Findings

- 1) **Participation rate** in online education activities, including lessons, PhD defenses, seminars, tutoring/advising/supervision, reading groups, and research projects, during the emergency period:

Lecturers/researchers



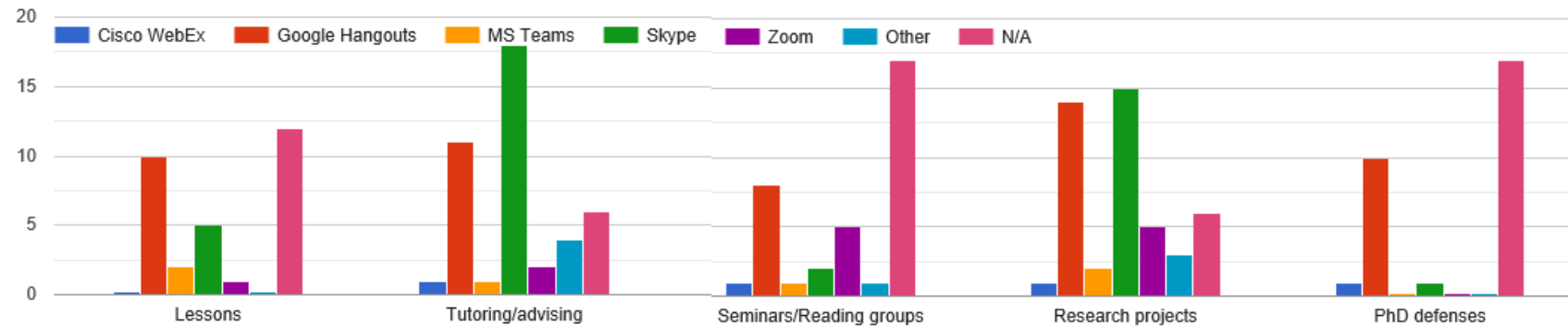
Students



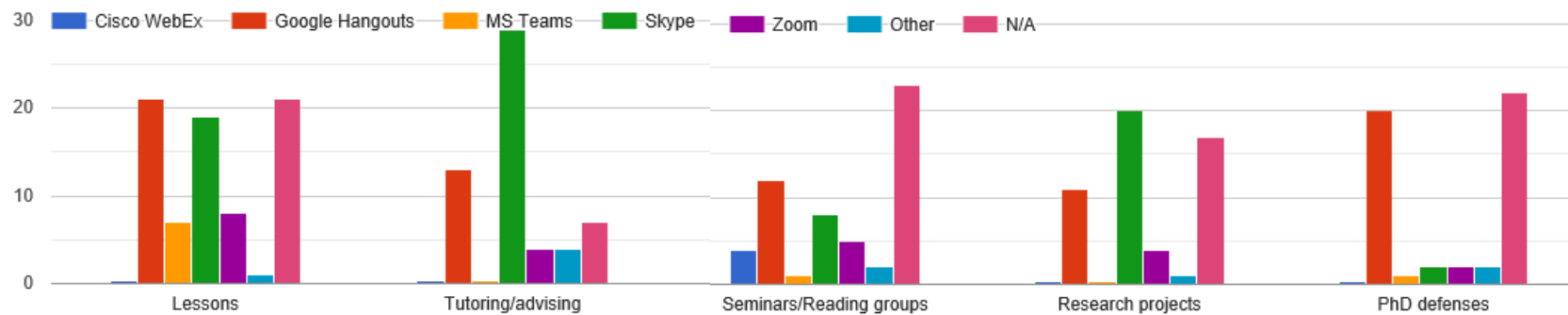
2) **Applications used** for the diverse online education activities:

- Primarily used for Tutoring/advising, Research projects and Lessons are Skype and Hangouts/Meet;
- PhD defenses and Seminars/RGs mainly use Hangouts/Meet.

Lecturers/researchers

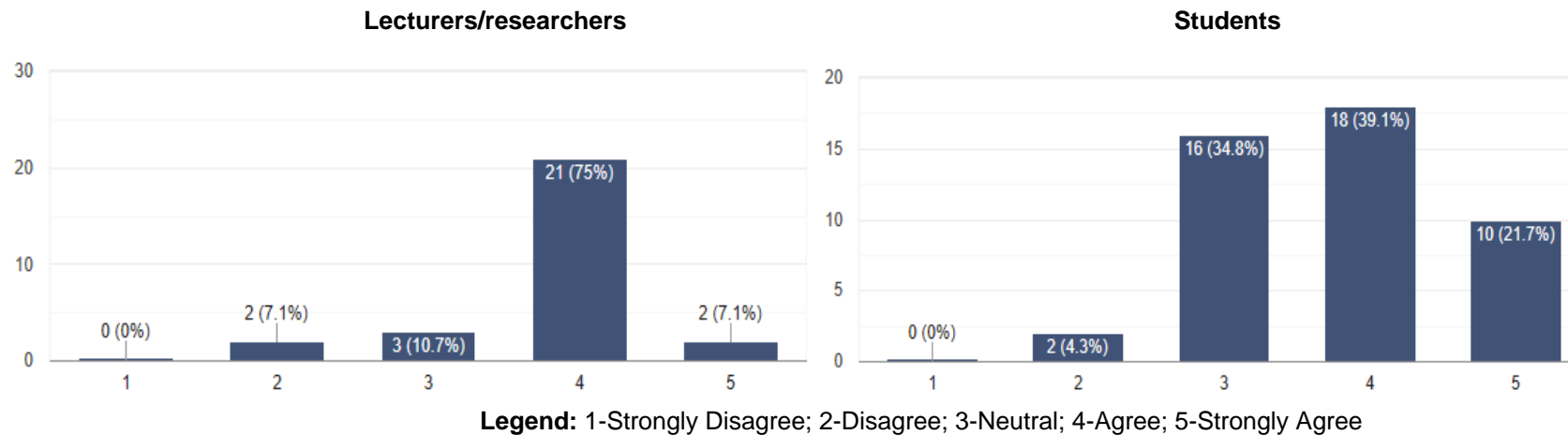


Students



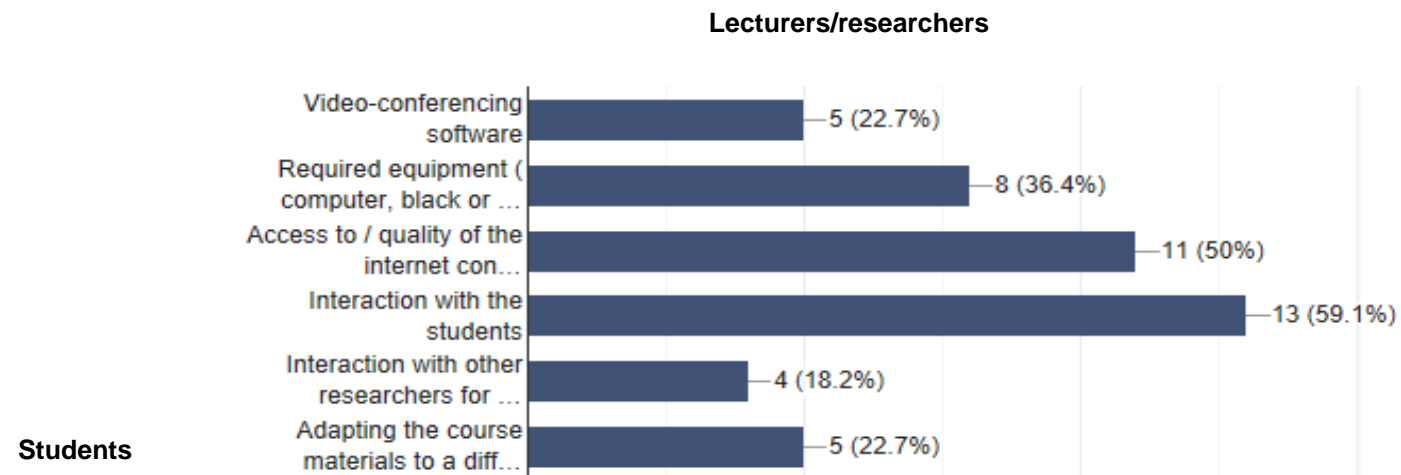
3) **Degree of satisfaction** about the applications used:

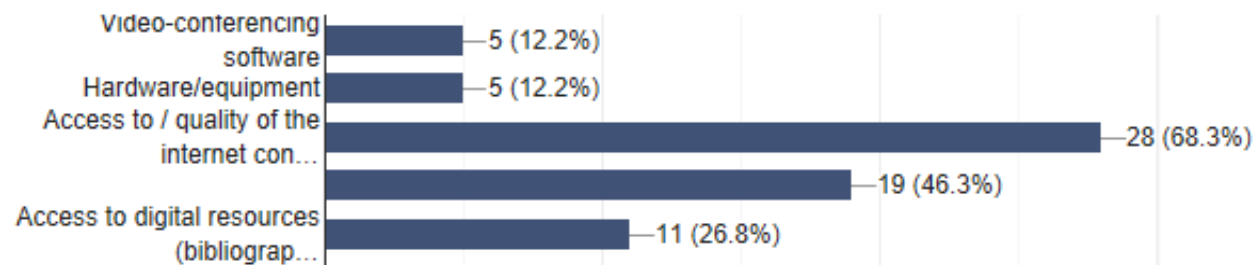
- 82% of lecturers/researchers and 61% of students are either satisfied or very satisfied;
- 7% of lecturers and 4% of students are not satisfied with the applications used.



4) **Major difficulties** experienced by the participants, expressed in absolute values and as a percentage of total responses:

- Lecturers/researchers: 1) Interaction w/ the students; 2) Access to / quality of the internet connection; 3) Required equipment.
- Students: 1) Access to / quality of the internet connection; 2) Interaction w/ lecturer, advisor, etc.; 3) Access to digital resources.



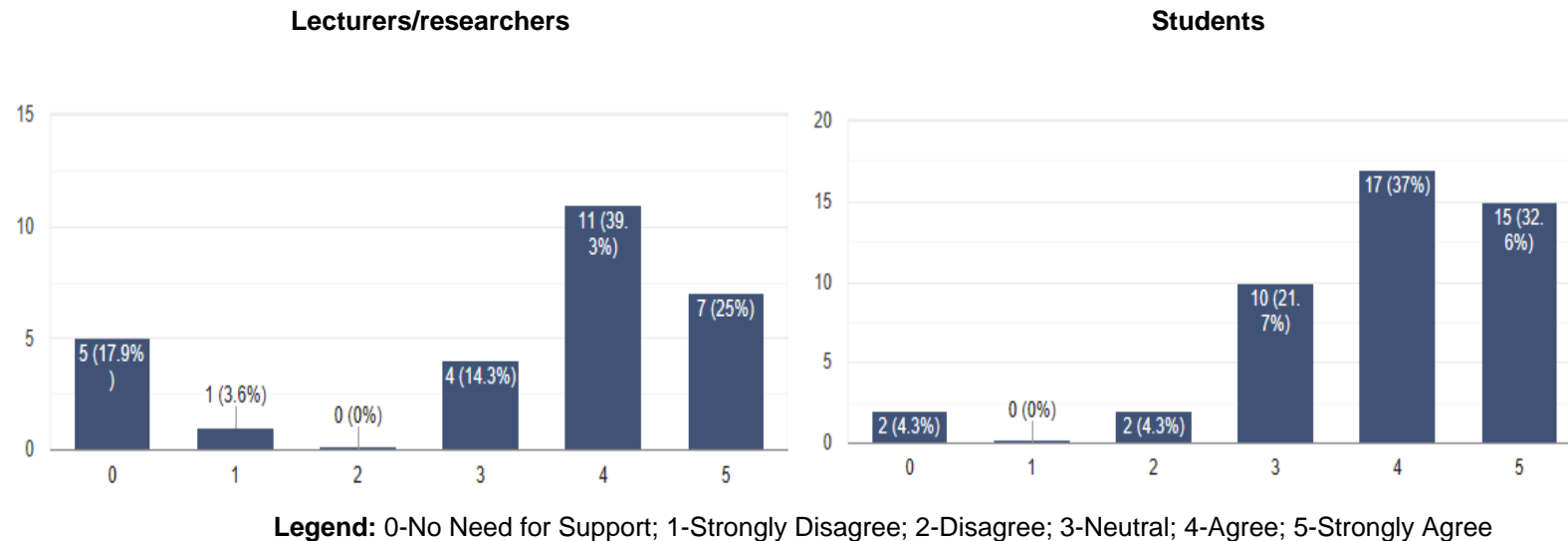


5) Insights about the most common **difficulties** experienced by the participants:

Lecturers/researchers	Students
<ul style="list-style-type: none"> ● Technical difficulties: lack of appropriate equipment at home (tablet, double screen, digital board); impossibility to see the students while presenting a slideshow; impossibility to record the lessons on Hangouts. ● Poor internet connection and related difficulty interacting with students; difficulty presenting complex graphic materials. ● Difficulty adapting teaching materials to the digital medium. ● Different time zone than that of some students. ● Lack of guidelines from the IMT School. 	<ul style="list-style-type: none"> ● Poor internet connection at home: poor quality of audio/video communications and related difficulty attending and interacting during classes. ● Some issues with the internet connection on campus as well. ● Technical difficulties/limited capacity or lack of adequate hardware: screen sharing, microphone, digital or shared board; proxy prevents downloading bibliographic resources. ● Difficulty in sustaining attention when the connection is of poor quality or when the lesson is too long; difficulty interacting with the speaker/lecturer or other students during online classes. ● Interuniversity loans, difficulty in accessing bibliographic resources. ● Need for rules for online interaction: Q&A, etc. ● Delays in starting lessons due to technical problems. ● Lack of information about the School's long-term plan regarding classes and access to laboratories / research.

6) **Perception of the School's support** regarding online education during the emergency period, expressed in absolute values and as a percentage of total responses:

- 70% of students and 64% of lecturers/researchers feel adequately supported from the School.



7) **Suggestions** for improvement from the participants in the survey:

Lecturers/researchers	Students
<ul style="list-style-type: none"> Suggestions on how to limit bandwidth usage. Ability to record and broadcast lessons from IMT. Online teaching equipment: monitor, tablet, digital board, etc. Information / guidelines from the School regarding hardware and software, and the choice of software for online or blended education. Tutorial for less experienced lecturers. Apps / software also for online research (virtual labs). Standard procedures for online thesis defenses. Ability to edit videos and upload video lessons on Youtube. Legal requirements for the access to online activities by non-IMT participants. One lecturer offers further feedback on his experience with MS Teams. 	<ul style="list-style-type: none"> Monitor the situation through regular requests for feedback for continuous improvement. Provide tablets or laptops with touch screens to students. More frequent use of the digital board during classes: using the classroom blackboard does not work very well. Guidelines for the use of digital library services. More time for projects and deadlines. An internet hub for those with poor internet connection at home. A better server. One online education software for the whole School with access to online classes / materials. A more uniform class schedule: some months are very "light" others too "loaded" for some students / tracks; Avoid frequent rescheduling of exam dates and greater involvement of students in these decisions.

	<ul style="list-style-type: none">● Regulated access to the campus by professors and researchers.● Continue offering online seminars / webinars.● Provide a School plan to support research projects that may be halted or slowed down due to social distancing in the coming months.
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