

## Results of Home-based Learning Survey Department of Education and Lifelong Learning

### Demographic Information

#### English Survey Respondents

Group	Respondents in group	Cross-listed as parents	Count	Percent of respondents
Parents	4882		4882	86.0%
Teachers (excluding Administrators)	983	462	521	9.2%
Administrators	99	57	42	0.7%
Other:				
Education Assistant	28		28	
Other School Staff	6		6	
Board-based/Department	7		7	
Other - non-education	7		7	
Total Other	48	36	12	0.2%
Student	207	13	194	3.4%
No response	26	0	26	0.5%
<b>Total</b>			5677	100.0%

#### French Survey Respondents

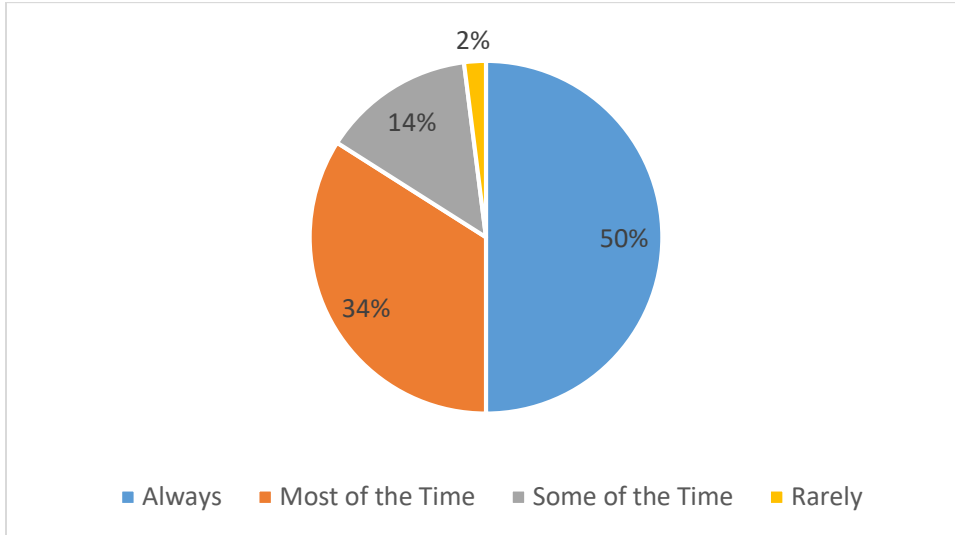
Group	Respondents in group	Cross-listed as parents	Count	Percent of respondents
Parents	104	104		74%
Teachers	39	17	22	16%
Administrators	3	3	0	0%
Other	1	1	0	0%
Students	14		14	10%
<b>Total</b>			140	100%

In the remaining pages, the English and French data are combined. If there is a preference to have data by language grouping, that information can be provided. However, it is possible that some CSLF parents/guardians and students may have completed the English version of the survey which could lead to misrepresentation of the data.

### Category 1: The Home-based Experience

Did students have the technology they needed to access and complete their home based assignments?

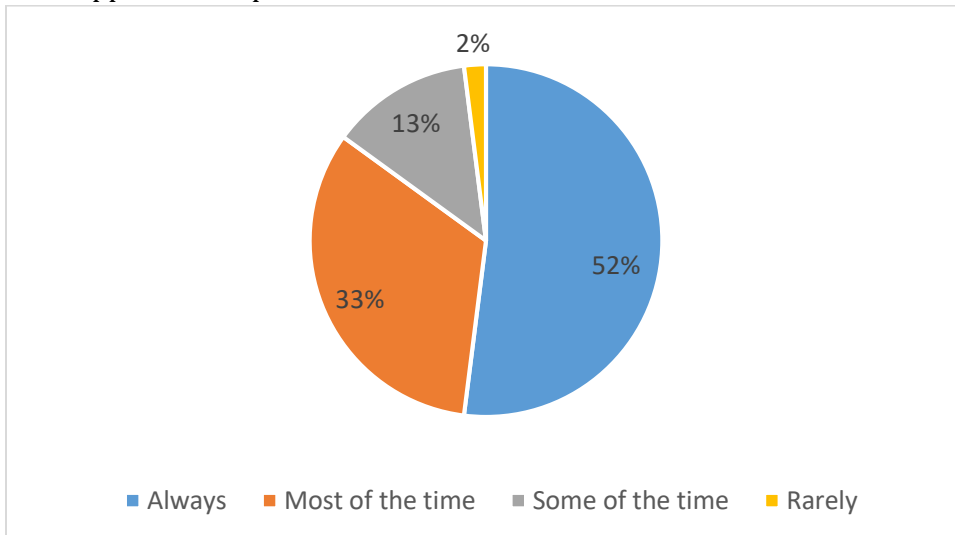
5614 applicable responses



84% of respondents thought that students had the necessary technology 'always or most of the time'.

Were students able to access their home-based assignments online (was the internet available)?

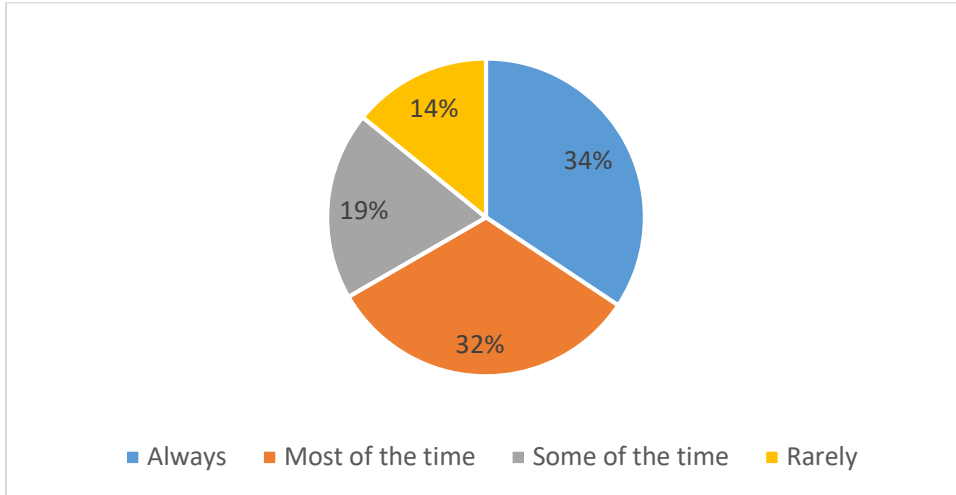
5604 applicable responses



85% of respondents thought that students had access to the internet 'always or most of the time'.

Did students have the resources (e.g., text books) they needed to complete their home-based assignments?

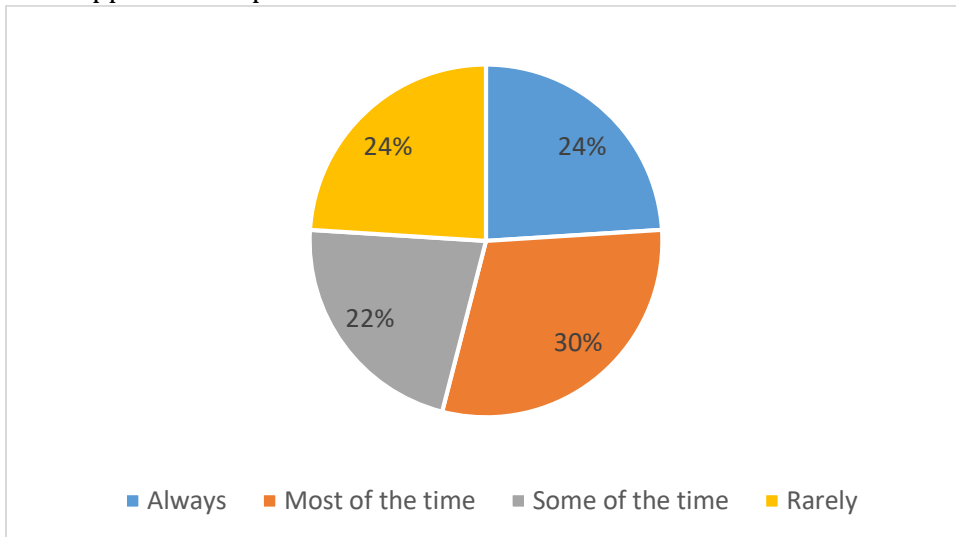
5046 applicable responses



66% of respondents thought students had the resources they needed to complete their assignments 'always or most of the time'.

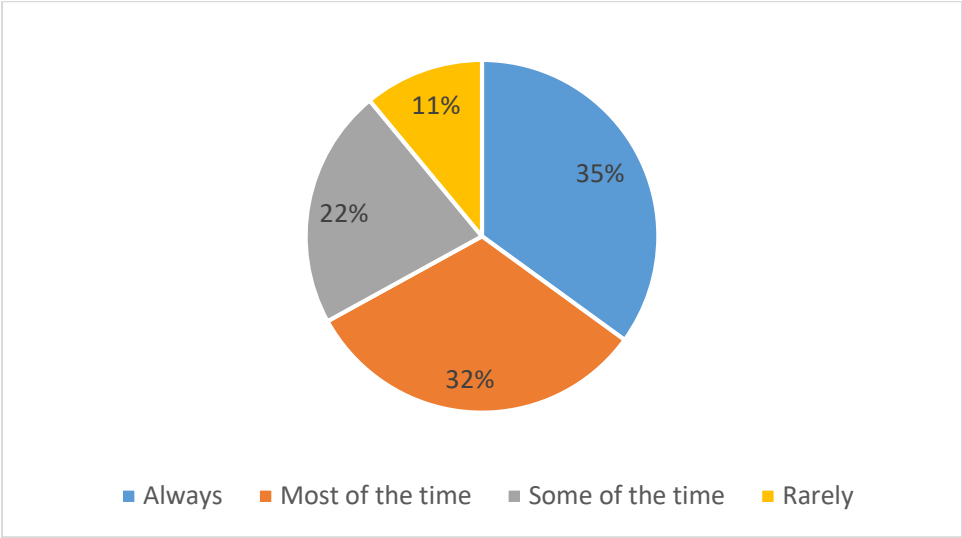
Did students have the learning materials they needed to assist their learning (e.g., algebra tiles, word wall)?

4899 applicable responses



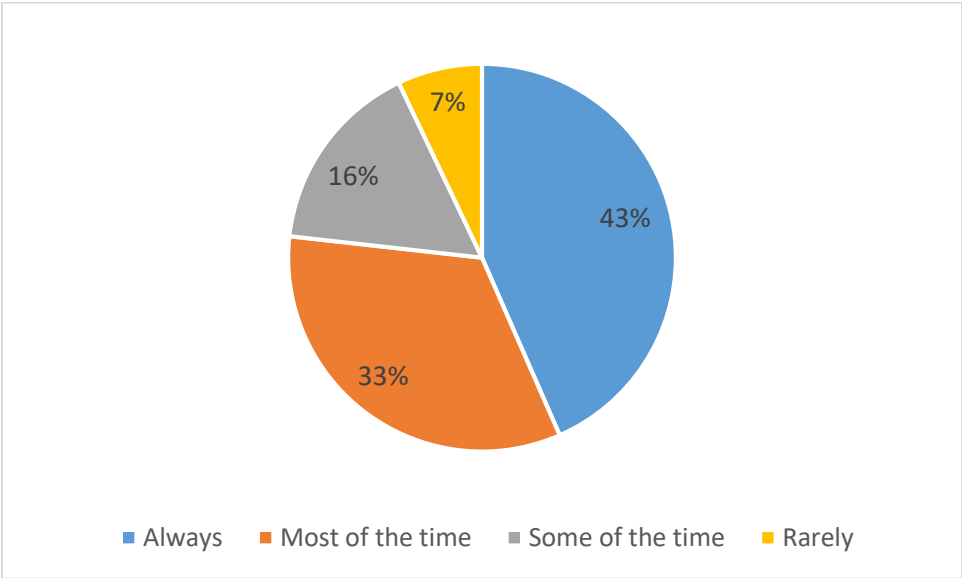
54% of respondents thought that students had the learning materials they needed to complete their assignments 'always or most of the time'.

Were students and teachers able to connect to and communicate with each other?  
5520 applicable responses



67% of respondents thought that students and teachers were able to connect and communicate 'always or most of the time'.

Were parents/guardians and teachers able to connect to and communicate with each other?  
5477 applicable responses

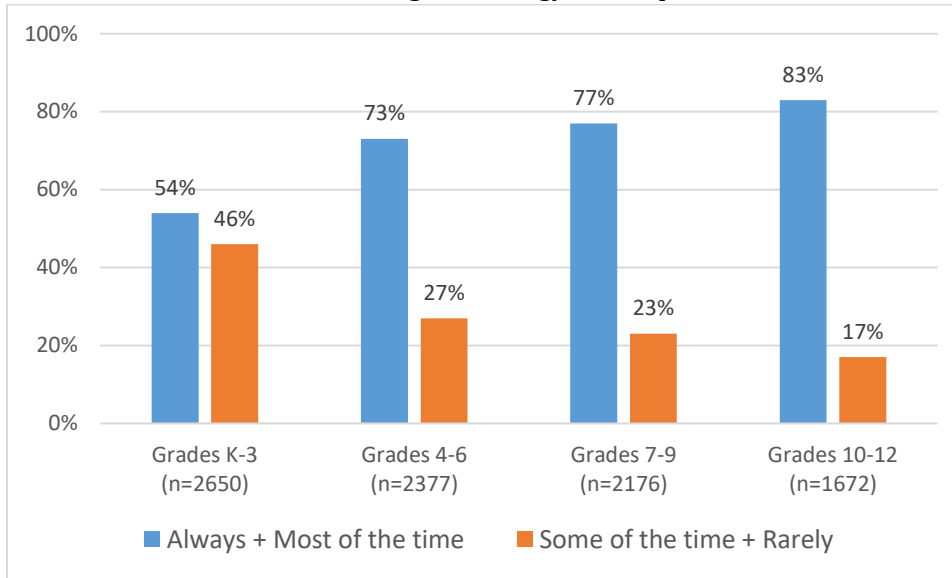


76% of respondents thought that parents/guardians and teachers were able to connect and communicate 'always or most of the time'.

## Category 2: Expectations and Motivation

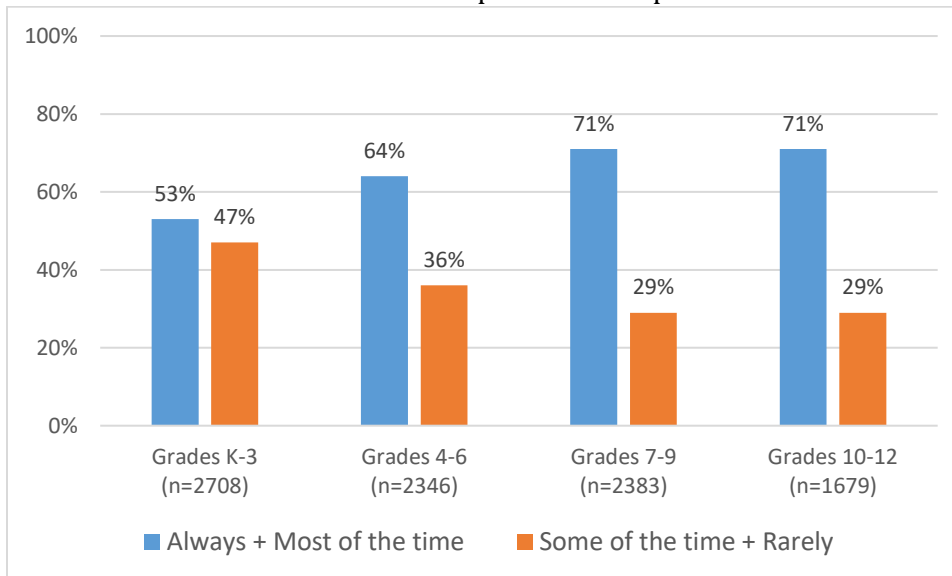
In the items in Category 2 'always and most of the time' were combined and 'some of the time and rarely' were combined to simplify the data for each learning stage.

Were students comfortable using technology to complete their home-based assignments?



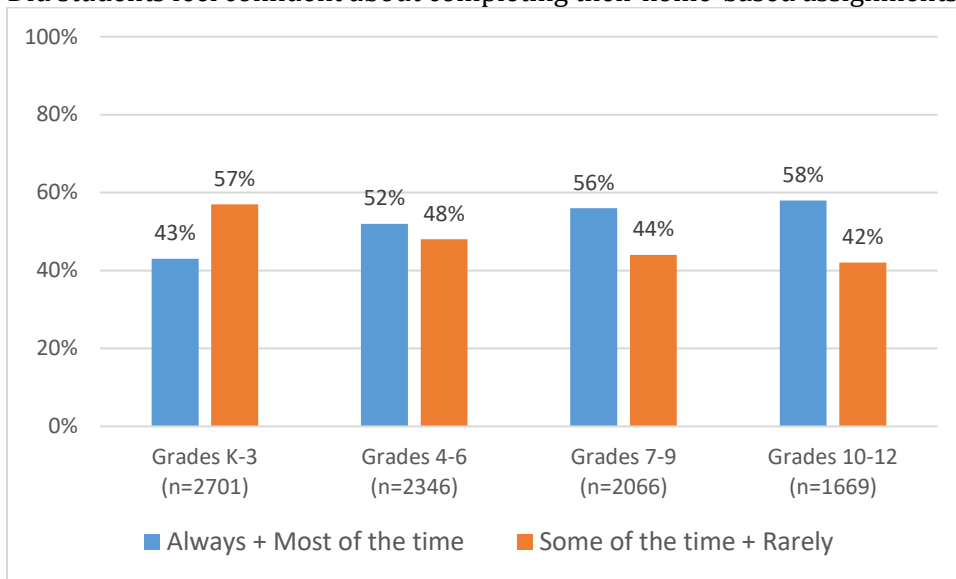
This graph illustrates that as students get older they are more comfortable using technology to complete their assignments.

Did students understand what was expected to complete their home-based assignments?



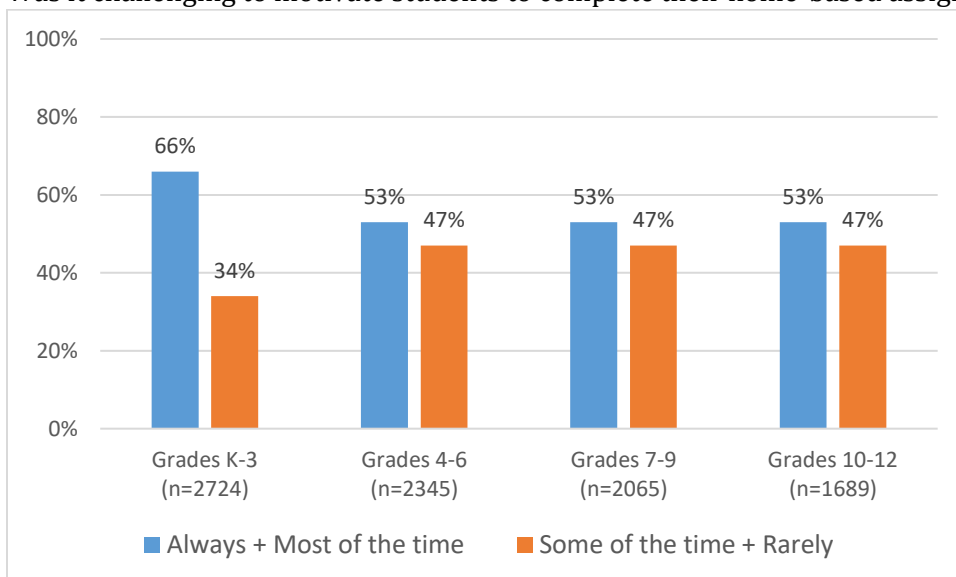
As students get older, they have a better understanding of what is expected to complete their assignments.

### Did students feel confident about completing their home-based assignments?



While there is some improvement with stage of learning, many students are not confident about completing their assignments.

### Was it challenging to motivate students to complete their home-based assignments?

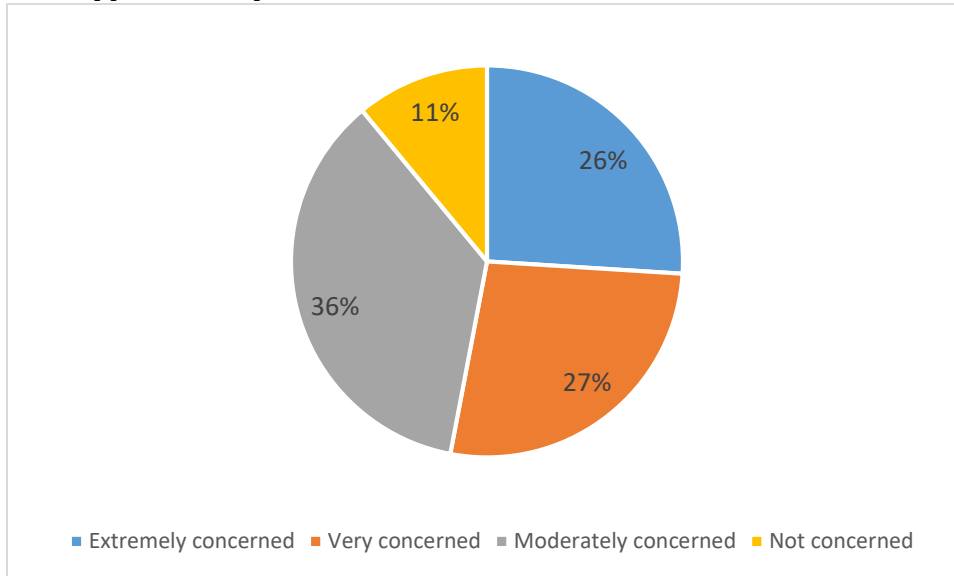


With the majority of students at all learning stages, it appears it was challenging to motivate them to complete their assignments, and especially those at the K-3 level.

### Category 3: Priorities and Barriers Related to Home-based Learning

How concerned are you about gaps in learning that may have occurred in the past 3 months due to COVID-19?

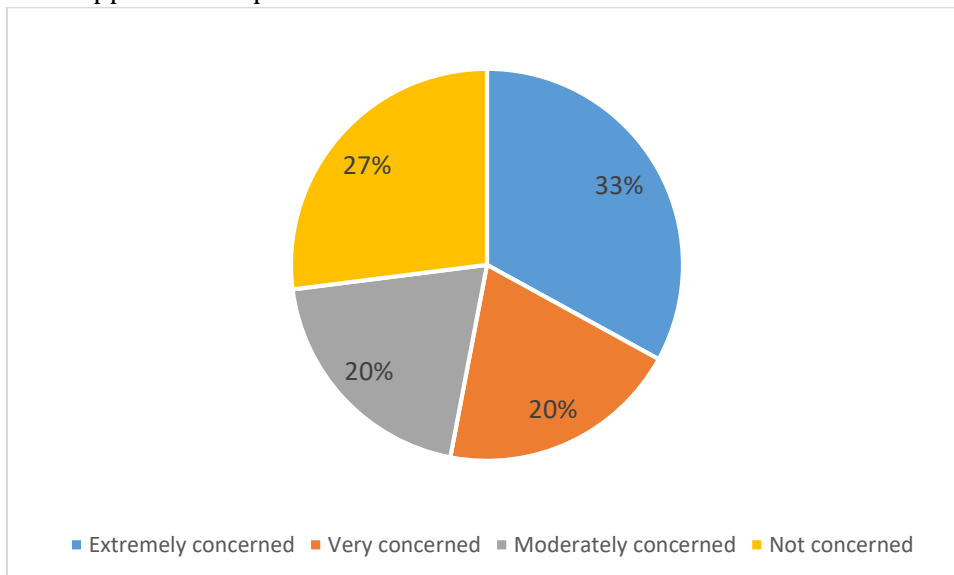
5634 applicable responses



53% of respondents were 'extremely or very concerned' about gaps in learning that may have occurred over the past 3 months.

If home-based learning continues in the fall, how concerned are you about child care?

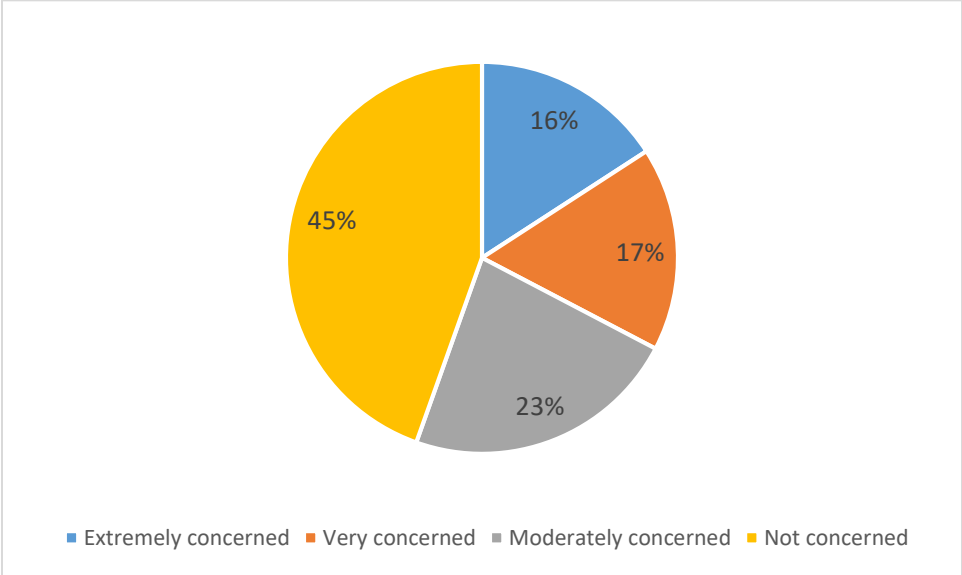
4905 applicable responses



53% of respondents are 'extremely or very concerned' about child care if home-based learning continues in the fall.

If home-based learning continues in the fall, how concerned are you about the sharing of devices to complete assignments (i.e., 2 or more children in the same home)?

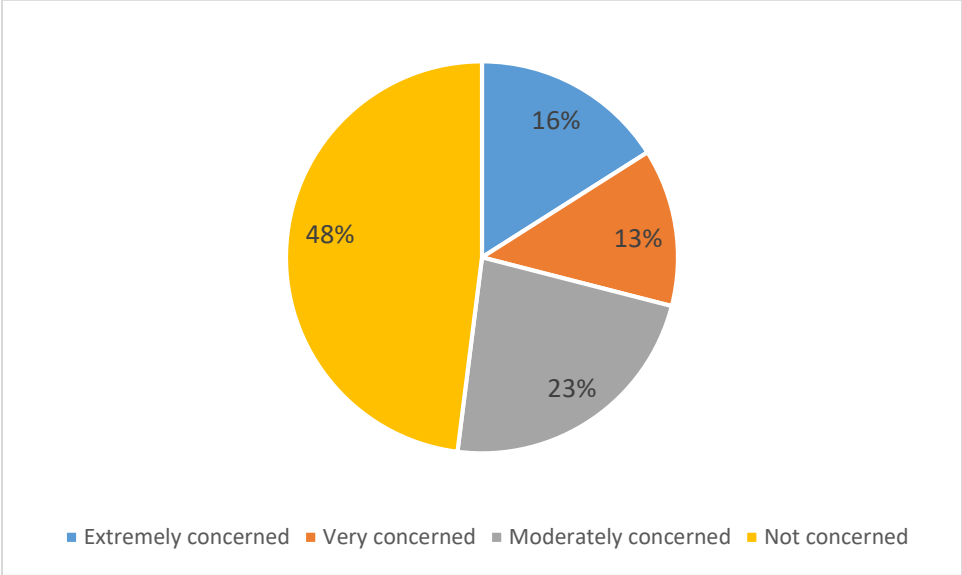
5039 applicable responses



33% of respondents are 'extremely or very concerned' about sharing of devices to complete assignments if home-based learning continues in the fall.

If home-based learning continues in the fall, how concerned are you about your internet service (bandwidth) and the use of several devices?

5534 applicable responses

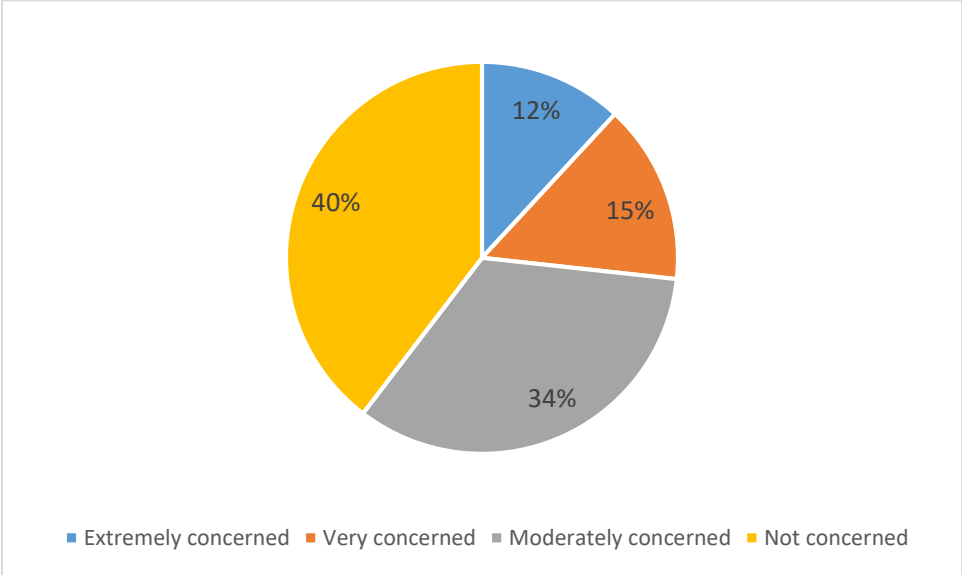


29% of respondents are 'extremely or very concerned' about internet service if home-based learning continues in the fall.



If home-based learning continues in the fall, how concerned are you about students' ability to use the Google platform to complete assignments?

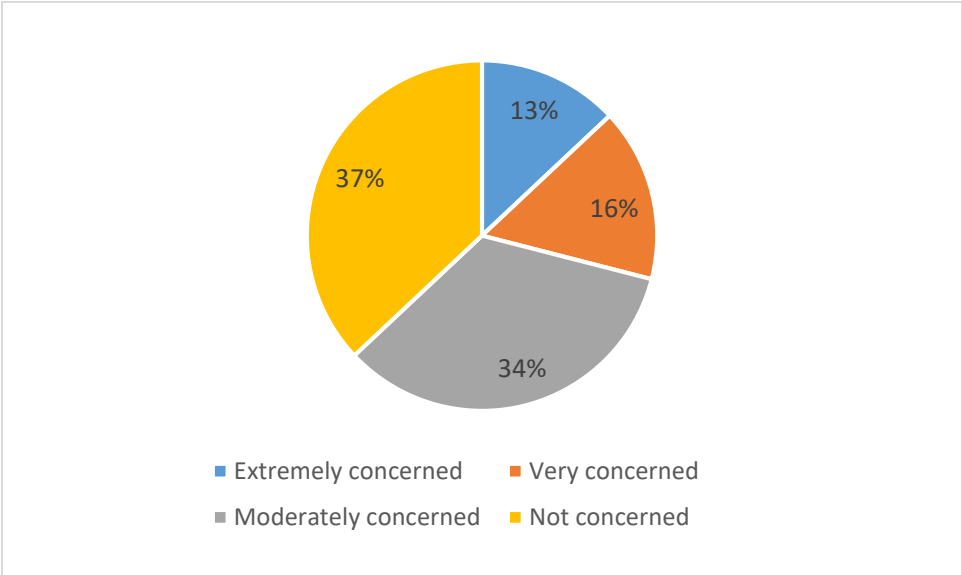
5485 applicable responses



27% of respondents are 'extremely or very concerned' about students' ability to use the Google platform to complete their assignments.

If home-based learning continues in the fall, how concerned are you about your ability to use software to help students with their assignments?

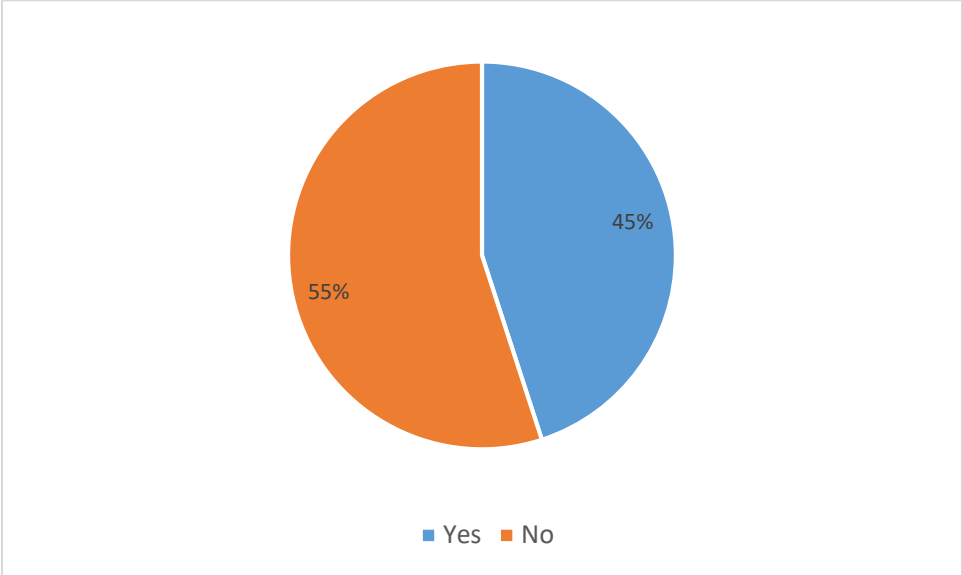
5517 applicable responses



29% of respondents are 'extremely or very concerned' about their ability to use software to help students with their assignments.

As a parent/guardian, would you benefit from training in technology to support your child's/children's home-based learning?

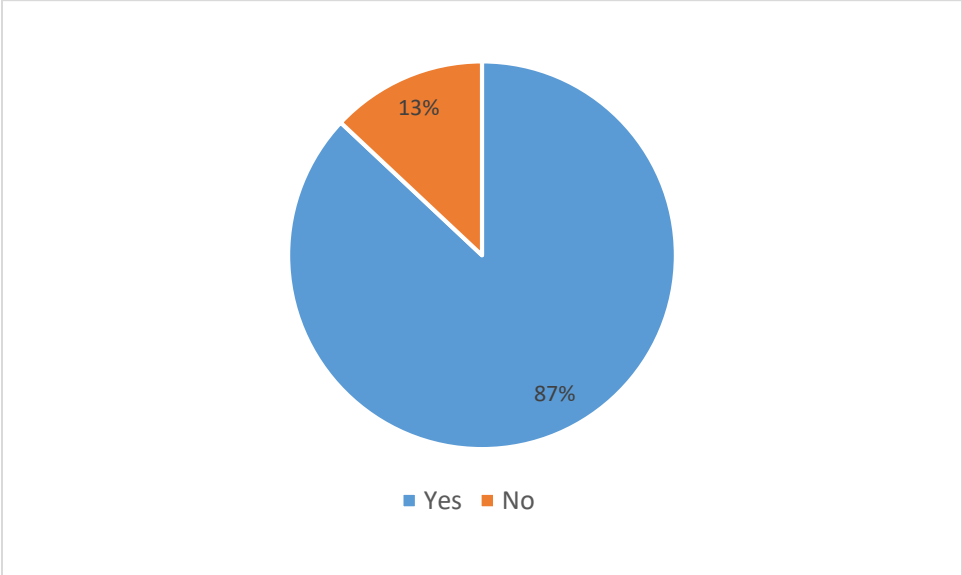
5329 applicable responses



45% of parents/guardians believe they could benefit from training in technology to support their child's/children's home-based learning.

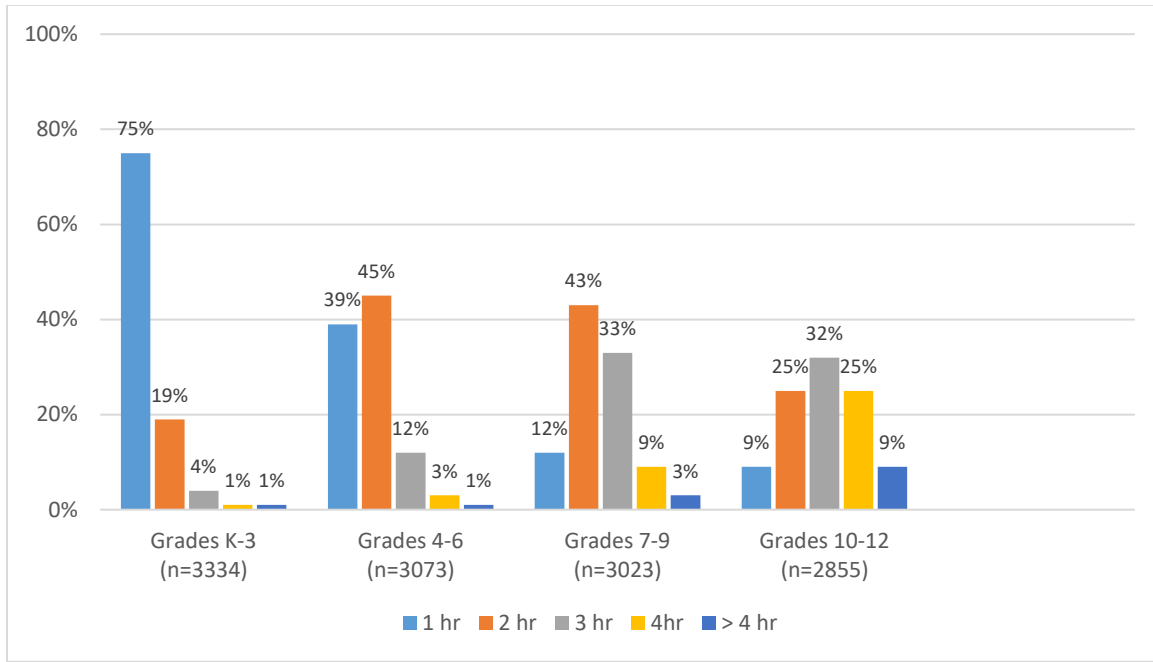
If home-based learning continues in the fall, will your child/children have access to the device/s they need to complete their assignments?

5352 applicable responses



87% of respondents believe they have the device/s they need to support their child's/children's home-based learning.

Children at different stages have different needs with regard to parental/guardian help and supervision. Young children may require additional help from parents/guardians to complete home-based assignments. Taking into consideration the need for parent/guardian help and the 4 key stages of learning (Kindergarten to Grade 3, Grades 4 to 6, Grades 7 to 9, and Grades 10 to 12), how much time each school day should be devoted to assignments?



The majority of respondents believe that children in K-3 should devote one hour per day to assignments, students in grades 4-6 two hours per day, students in grades 7-9 two hours per day, and students in grades 10-12 three hours per day. However, it is clear that the responses are quite varied.

## Category 4: Individual Comments by Groups

*Note: To provide results in a timely way, some of the groups below are based on a sample of responses. All responses will be read and integrated in the coming week. An updated document will be provided then.*

The following is presented as the number of respondents, by group, who provided feedback on the following themes. The number before each statement indicates the number of individuals who made a comment related to that theme.

### **Group: Students - 103 (total sample) provided a comment**

- 33 - Concerned or do not want home learning to continue (return to school: all students; small groups; rotate students)
- 31 - Need to connect with or need more support from teacher to explain assignments, answer questions (in person learning; google meet; zoom classes)
- 16 - Need motivation and clear expectations - currently completion of work not mandatory, no deadlines and no marks
- 11 - Challenged or unable to do the work (too much work; difficult assignments; hard learning from Internet)
- 11 - Need more time to complete work / too much work
- 9 - Assignments are not exciting (bored; add interesting/fun items)
- 8 - IT Equipment availability and/or functionality (Chromebooks / laptops for all students)
- 7 - Give assignments on a regular basis such as weekly (not daily; assign work on Mondays for the week)
- 7 - Have school books and other materials at home
- 6 - Content with and/or want home learning to continue
- 6 - Standardize the technology that teachers use (put all assignments in Google Classrooms; use video)
- 5 - Homebased learning stressful ("stress" or "anxiety")
- 5 - Provide internet availability or functionality for families
- 2 - Other (outdoor education/activities; more varied topics such as art, music)
- 2 - Adhere to time per class

## **Group: Parents/Guardians - 230 comments (partial sample)**

- 103 - Teachers need to regularly connect with students/parents to give/explain assignments, answer questions (in person learning; google meet; zoom classes)
- 32 - Have some form of return to school (return to school: all students; small groups; rotate students)
- 22 - Students need motivation and clear expectations - School work not mandatory, no deadlines and no marks
- 21 - Ability to support children if parents not home/working from home during the day
- 20 - Parent concern over capacity to support child in home learning
- 19 - Provide feedback on completed work
- 18 - Have school books and other materials (paper-based options, printed worksheets) at home
- 16 - Provide internet availability or functionality for families (internet availability or speed; multiple users in household)
- 14 - Give assignments in advance such as the beginning of the week on a weekly basis (not daily; e.g. assign work on Mondays for the week)
- 14 - More support for students with IEPs, learning challenges and other special needs (tutors, EAs, resource)
- 12 - Assign marks
- 11 - Additional supports for French Immersion students
- 10 - Homebased learning stressful ("stress" or "anxiety") for student
- 9 - IT Equipment availability and/or functionality (Chromebooks / laptops for all students)
- 9 - Student challenged or unable to do the work (too much work; difficult assignments; hard learning from Internet)
- 8 - Standardize the technology/platforms that teachers use (put all assignments in Google Classrooms; use video)
- 8 - Provide more work/assignments
- 6 - Provide tests
- 6 - If school is part-time, childcare needed (plus the expense of it)
- 4 - Clarify what is happening with other courses such as Gym and Music
- 4 - Need consistency in assignments, lesson plans and expectations across PEI
- 3 - Train teachers in interactive learning
- 2 - Assignments are not exciting (bored; add interesting/fun items)
- 2 - If school is part-time, concern over caregivers' capacity to support student learning
- 1 - Able to do the work
- 1 - Adhere to time per class
- 1 - Assess work completed by students and assign marks
- 1 - Other (outdoor education/activities; more varied topics such as art, music)
- 1 - Open schools only if safe to do so

## **Group: Administrators - 39 (total sample) provided a comment**

- 16 - Teachers should all use (video conferencing) Google Meet or Zoom for regular check-ins, live lessons, to explain assignments, answer questions
- 12 - Provide internet availability or functionality for families (can't access video lessons; takes students longer; they may disengage)
- 11 - Families (parents and students) need to be accountable for home learning (use SAS for accountability/information to parents for assignments)
- 10 - Clearly outline expectations of students to complete work
- 8 - Assess work completed by students and assign marks
- 8 - Provide IT Equipment availability and/or functionality for families (Chromebooks for students)
- 6 - Students should have school books, supplies and learning packages at home
- 3 - Have collaboration and PD (home learning and technology) for teachers
- 3 - Need equal workload for all teachers not just LA and Math
- 3 - Need consistency in learning plans and expectations across PEI
- 3 - Have some form of return to school (return to school: all students; small groups; rotate students)
- 2 - Upgrade teacher laptops
- 2 - Provide Google Suite training for Teachers (virtual learning)
- 2 - Have a better plan around student engagement
- 1 - Provide parental PD to parents
- 1 - Teachers should access school each day to create virtual lessons using technology (as google classroom) or to have access to google meet with their class during their "class time" (create a more structured learning environment)
- 1 - DELL have shared drives for subject teachers to share lessons across the island
- 1 - Need clear guidelines around amount of work to provide
- 1 - Too much focus on Math and Literacy to the detriment of students' personal development
- 1 - Provide Google Meet training for students who are required to use it
- 1 - Give assignments on a regular basis such as weekly (not daily; assign work on Mondays for the week)
- 1 - Assignments on a daily basis should be sent out by early morning
- 1 - Home Learning 4 days per week; families and teachers re-group on day 5
- 1 - Standardize the technology that teachers use (put all assignments in Google Classrooms; use video)

## Group: Teachers - 100 comments (partial sample)

- 20 - Teachers should all use (video conferencing) Google Meet or Zoom for regular check-ins, live lessons, to explain assignments, answer questions
- 18 - Clearly outline expectations of students to complete work
- 15 - Assess work completed by students and assign marks
- 13 - Have a better plan around marks and student engagement
- 13 - Provide IT Equipment availability and/or functionality for families (Chromebooks for students)
- 13 - Some form of return to school (return to school: all students; small groups; rotate students)
- 11 - Provide teachers with advance notice on decisions about planning re: teaching and learning
- 9 - Have collaboration and PD (home learning and technology) for teachers
- 9 - Families (parents and students) need to be accountable for home learning (use SAS for accountability/information to parents for assignments)
- 8 - Standardize the technology that teachers use (put all assignments in Google Classrooms; use video)
- 7- Provide parental PD to parents (e.g. Google Classroom training)
- 7 - Provide internet availability or functionality for families (can't access video lessons; takes students longer; they may disengage)
- 6 - Students should have books, supplies and learning packages at home (pick up/drop off access)
- 5 - Concern about learning gaps/condensing curriculum
- 5 - Upgrade teacher laptops
- 5 - Need consistency in learning plans and expectations across PEI
- 4 - Have clearly established policy on plagiarism)
- 4 - Concern for teachers trying to get to know their new students
- 4 - French in primary: Important of face-to-face for acquiring a new language/impact of masks/supporting parents
- 3 - Provide paid-resources (Screecastify, Bom Cards) without teachers having to pay out of pocket.
- 3 - Provide Google Suite/Classroom training for Teachers (virtual learning)
- 3 - Teacher bashing/teacher non-professionalism/professional judgment being questioned/limited, others don't understand all the work teachers do
- 3 - Too many plans/mixed messages going home to parents/staff, confusing.
- 2 - Inability to introduce new concepts
- 2 - More course time required for Gr 10-12
- 2 - Parent concern over capacity to support child in home learning
- 2 - Provide Google Meet/Classroom training for students who are required to use it
- 2 - Teachers should access school each day to create virtual lessons using technology (as google classroom) or to have access to google meet with their class during their "class time" (create a more structured learning environment)
- 2 - Concerned students with special needs will not have supports they need to continue learning
- 2 - Concerned home learning will result in a widening of the gap between the lowest and highest achieving students
- 1 - DELL have shared drives for subject teachers to share lessons across the island
- 1 - Home Learning 4 days per week; families and teachers re-group on day 5
- 1 - Childcare needed for teachers and parents
- 1 - If school is part-time, childcare needed (plus the expense of it)

**Group: Educational Assistants - 7 (total sample) provided a comment**

- 2 - Need to connect with teacher - Google meet for special needs students (maybe 15 minutes a day) depending on access to internet and student's IEP
- 1 - Provide internet availability or functionality for families
- 1 - Respite program could be 2 times per week and include some work on goals
- 1 - Training for staff on virtual teaching/learning
- 1 - Do weekly check-ins with students (some are doing nothing)
- 1 - Materials are not motivating - send home handouts on materials