



Effects of the COVID-19 Pandemic on ASAP Fellows

This brief explores ASAP fellows' perceptions of their experience teaching before, during, and remotely since the pandemic (2023 – 2024 academic year). Findings in this report detail fellows' experiences using technology, engaging students, and use of resources at these times.

Summary Of Findings

- Findings indicate that many ASAP fellows who taught during the pandemic **did not have access to their own desk and workspace** to teach from home/remotely. Similarly, many fellows who taught remotely at least some during the 2023-2024 academic year reported not having their own desk/workspace when teaching remotely.
- The majority of fellows reported **experiencing regular technical difficulties** when teaching before the pandemic, during the pandemic, and when teaching remotely during the 2023-2024 academic year.
- Overwhelmingly, fellows who taught remotely during the pandemic and who reported teaching remotely at least some during the 2023-2024 academic year felt that their school(s) **did not provide them with adequate resources** and/or training to teach from home/remotely.
- Many fellows who reported teaching during the pandemic or taught remotely during the 2023-2024 academic year indicated that their students **did not cope well with online teaching**.
- Participant responses were split regarding their confidence levels when teaching from home/remotely.
- Similarly, responses were split regarding the students' levels of engagement with online activities.
- Many fellows who taught during the pandemic or taught remotely during the 2023-2024 academic year reported **not feeling supported by their school** with regard to teaching from home/remotely and their mental health. Some fellows reported feeling supported by their

colleagues regarding their mental health.

- Roughly half of the fellows who reported teaching during the pandemic indicated that they adapted well to using technology to teach from home.
- A majority of participants reported a **change in their approach to teaching** as a reaction to the pandemic, such as different ways to engage students, integrate technology, and apply hands-on learning.
- When asked if they have anything they'd like to share about how COVID-19 impacted their teaching, many fellows commented on a **noticeable change in their students' behaviors**, most commonly that students seem uninterested and less engaged.

Detailed Quantitative Findings

Participants were asked when they began teaching and were asked questions related to their **experience teaching before, during, and after the pandemic** based on their responses. Those who indicated that they “agreed” or “strongly agreed” with the relevant survey statements are displayed in the statistics below.

- Three-hundred of 326 fellows who taught before the pandemic (92.0%) “agreed” or “strongly agreed” that they were provided their own desk and workspace to teach at the time, while under half of the fellows who taught during the pandemic (48.6%) “agreed” or “strongly agreed”. Of the participants who reported teaching at least some remote classes during the 2023-2024 academic year, 17 (65.4%) “agreed” or “strongly agreed” that they had their own desk and workspace to teach remotely.
- Of the fellows who reported having begun teaching before the pandemic, most (90.2%) “agreed” or “strongly agreed” that they had access to a laptop, computer, or tablet to teach at that time. A majority of fellows who taught remotely during the 2023-2024 academic year (80.8%) or fellows who taught during the pandemic (85.3%) “agreed” or “strongly agreed” that they had access to a laptop, computer, or tablet to teach remotely at that time.
- Of the fellows who reported teaching before the pandemic, many (46.2%) “agreed” or “strongly agreed” that they did not experience regular difficulties when teaching. Similarly, some fellows who reported teaching during the pandemic (31.4%) “agreed” or “strongly agreed” that they did not experience regular difficulties when teaching from home/remotely. Half of the fellows (50.0%) who reported teaching remotely during the 2023-2024 academic year “agreed” or “strongly agreed” that they did not experience regular difficulties when teaching from home/remotely.