



## RESEARCH BRIEF

# THE IMPACT OF COVID-19 CHANGES IN INSTRUCTION AND GRADING ON STUDENT MOTIVATION

Following the Winter 2020 semester, 119 students from various departments at the University of Alberta completed our survey which examined students' motivation and emotions due to the changes implemented by the university as a result of the COVID-19 pandemic. Thank you to all of our participants! Some preliminary results are presented here.

### After changes were in instruction & grading:

**32%** Agreed that they were **UPSET** with the change to Credit/No Credit.



**57%** Agreed that they were **ANXIOUS** about their performance in class.

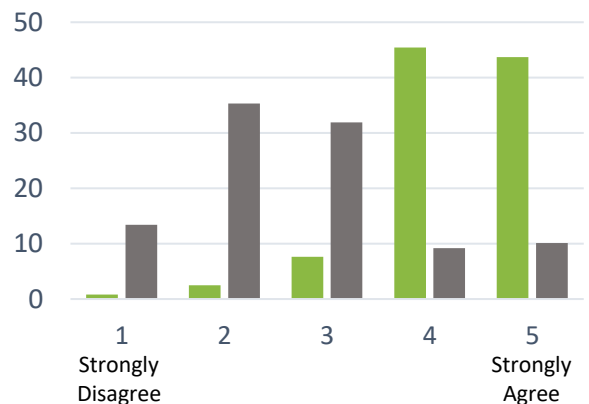


**17%** Agreed that they **LIKED** the remote delivery of their classes.



### The Impact on Motivation

My aim was to completely master the material presented in this class.



■ Before Changes

■ After Changes

### How the change to remote delivery and final grades becoming Credit / No Credit impacted students.

Students felt **LESS...**

- ... interested in their classes.
- ... able to pay attention.
- ... successful.

Students felt **MORE...**

- ... concerned about students cheating.
- ... was required of them for their classes.
- ... bored.

Please check our website [here](#) as more information on this project becomes available.

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