Lessons from the COVID-19 Transition

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AALS Associate Deans Summer Online Panel
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Results can be generalized to all law schools

• Survey was taken at the end of the spring 2020 semester.
• All law schools were transitioning to fully online courses during the same time period.
• 1Ls, 2Ls and 3Ls surveyed
• Return rate of 27%
• N=385

IRB2019-316
Q8: The COVID-19 containment measures, including the transition to online, also created other challenges for students. Please check all that apply/applied to you during the semester after the COVID-19 Transition.

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I had to move to a different living space, or moved because I preferred another space.</td>
<td>49.02% 50</td>
</tr>
<tr>
<td>My internet connection was not reliable.</td>
<td>40.20% 41</td>
</tr>
<tr>
<td>I was negatively affected financially by the COVID-19 measures with business closures, etc.</td>
<td>60.00%</td>
</tr>
</tbody>
</table>
Q8: The COVID-19 containment measures, including the transition to online, also created other challenges for students. Please check all that apply/applied to you during the semester after the COVID-19 Transition.

<table>
<thead>
<tr>
<th>All law students</th>
<th>75.49%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online, synchronous law lectures, in general, were not as useful to me as lectures that are face-to-face in the traditional classroom.</td>
<td></td>
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</table>

<table>
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<th>Students who self-selected for asynchronous e-learning, Spr 2020</th>
<th>45.00%</th>
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<td>Online, synchronous law lectures, in general, were not as useful to me as lectures that are face-to-face in the traditional classroom.</td>
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Q10: After the COVID-19 transition, I felt that my satisfaction with online classes and e-learning improved from day to day and week to week.

**RESPONSES**

- Strongly agree: 5.94%
- Agree: 32.67%
- Neither agree nor disagree: 27.72%
- Disagree: 18.81%
- Strongly disagree: 14.85%

Answered: 101    Skipped: 2
Q12: Do you think the actions carried out by universities (and required by governments) to counter COVID-19 were:

- not nearly enough that was needed: 20.79%
- about right for what was needed: 59.41%
- far more than was needed: 19.80%

Answered: 101    Skipped: 2
Law Students enrolled in an asynchronous online course, Spring 2020
Q14: Did your experience in this online course help you adjust in the COVID-19 Transition to online learning?

1- none at all
2- somewhat minimally
3- yes and no
4- it helped a lot
5- it helped significantly

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<tr>
<td>1- none at all</td>
<td>9.09%</td>
</tr>
<tr>
<td>2- somewhat minimally</td>
<td>4.55%</td>
</tr>
<tr>
<td>3- yes and no</td>
<td>31.82%</td>
</tr>
<tr>
<td>4- it helped a lot</td>
<td>22.73%</td>
</tr>
<tr>
<td>5- it helped significantly</td>
<td>31.82%</td>
</tr>
</tbody>
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Recommendations

• Half the students had to move and experienced internet issues, and 60% have been impacted financially during the COVID-19 transition; so the move this fall to hybrid face-to-face may not have considered the financial and human costs of the physical re-location for only a hybrid experience.

• About 20-30% of students have difficulty with online e-learning and have had trouble adjusting.

• More students say they get as much from online learning as face to face courses, than expected (55% self-selecting/25% all law students)

• To mitigate these effects, a one-hour credit (tuition free/low tuition) course to practice online e-learning should be mandatory for fall or pre-fall. It could be called “Transition Skills” or “How to Get Satisfaction from your Fall Semester”, etc.