



TRU During the Pandemic

Research Proposal

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Introduction

This proposal will serve as an outline for my formal report. Thompson Rivers University (TRU) is committed to meeting the needs of its students effectively during the pandemic and provides online support for learning and mental health. Canadian universities offer students online environments to assist online instruction during the pandemic; this can be incredibly challenging to the faculty. My report will compare how well TRU is meeting its students needs during the pandemic compared to other Canadian universities.

Project description

Problem formal report will address

My formal report will focus on the challenges TRU faces in meeting its students needs during the current pandemic. I will be identifying if there are gaps in TRU's services and comparing evidence of what other Canadian universities are doing differently. The report will also stress the importance of university environments for students and how TRU is making a difference in these areas.

Specific information to collect

The formal report will collect information on web-based learning and its impact on students compared to other Canadian universities. The research will be conducted on how well TRU is meeting students' needs in mental health and teachers' online skills. Similarly, the report will address how well TRU's support services are working during the pandemic and show evidence of what other schools are doing differently. I will be presenting four research questions based on these issues.

Research Methodology

The research will be gathered through online and scholarly sources. The recommendation report will conduct a literature review of what is currently available and identify gaps in the study. The statistics will explain how other Canadian universities are meeting their students' needs and how TRU compares. Information will be gathered through Canadian university websites and periodicals. Any additional research will be accessed through TRU's library sources. A schedule and timeline for the research project is included. Each of these tasks mentioned above will take approximately two months to complete.

Schedule and timeline

2021	January	February	March	April	May	June
Conduct Research						
Organize Research						
Form Outline						
Import Info to Outline						
Edit Report						
Complete Report						

Proposed research questions

Question 1

How is TRU helping students adapt to web-based learning?

Question 2

How does TRU's online services for students compare to other Canadian universities?

Question 3

How is TRU meeting its students' needs in the areas of mental health during the pandemic compared to other Canadian universities?

Question 4

How effective are TRU's instructors in providing virtual delivery of courses compared to other Canadian universities?

Question 5

How well are TRU's support services working during the pandemic compared to other Canadian universities?

Annotated Bibliography

This source outlines teachers' online skills and competencies in 2020. This source's primary focus for the report will be on how well TRU's instructors meet the needs of its students compared to other Canadian universities.

Albrahim, F. A. (2020). Online Teaching Skills and Competencies. *Turkish Online Journal of Educational Technology - TOJET*, 19(1), 9–20.

This source will analyze web-based instruction and how it is affecting students' mental health. This source's primary focus will be to compare TRU to other Canadian universities in terms of how well online learning meets its students' needs during the pandemic.

Dogru, O. (2020). An Investigation of Pre-Service Visual Arts Teachers' Perceptions of Computer Self-Efficacy and Attitudes towards Web-Based Instruction. *International Journal of Research in Education and Science*, 6(4), 629–637.

This source will outline university instruction during and after the current pandemic. The article supplies information on teacher presence in universities and how this affects students' learning experiences.

Rapanta, C., Botturi, L., Goodyear, P. *et al.* Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity. *Postdigit Sci Educ* 2, 923–945 (2020). <https://doi.org/10.1007/s42438-020-00155-y>

This source outlines post-secondary support services in Canadian universities. This source's primary focus is useful in comparing TRU to other Canadian universities in terms of how TRU provides support to students during the pandemic.

Sharp, A., & Local Journalism, I. R. (2021, Jan 19). Post-secondary schools offer support, but is it reaching students? *The Canadian Press* Retrieved from <https://ezproxy.tru.ca/login?url=https://www-proquest-com.ezproxy.tru.ca/wire-feeds/post-secondary-schools-offer-support-is-reaching/docview/2479493813/se-2?accountid=14314>

Conclusion

This report will compare TRU's online services for students with other Canadian universities, and form recommendations on how TRU can meet its students' needs during the pandemic. Areas of focus will include online learning, students' mental health, instructor's online skills, and support services. This recommendation report will be important in outlining any deficits in TRU's online services during the pandemic, and provide solutions to meet these needs.