CDLRA/ACRFL
Canadian National Survey of Online and Digital Learning

Global Online Learning Summit

Presented by

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Canadian Digital Learning Research Association
Association canadienne de recherche sur la formation en ligne

Background to the Survey

Inaugural survey launched in 2017

Changes over time in response to feedback and to explore new areas of interest

One of our main aims is to ensure our work adds value to our responding institutions

Acknowledgements

This survey is made possible through the voluntary efforts of responding institutions. Thank you!

We also thank the following organizations for sponsoring the 2019 survey:

Canadian Digital Learning Research Association
Association canadienne de recherche sur la formation en ligne

2019 Survey Team

Research Team

- Nicole Johnson
- Dr. Tricia Donovan
- Dr. Jeff Seaman
- Dr. Tony Bates

Executive Consultants

- Dr. Denis Mayer
- Dr. Brian Desbiens
- Eric Martel
- Dr. Ross Paul
- Vivian Forssman
- Russ Poulin

Response Rate

Overall institutional **response rate was 70%** for all types of institutions

- 164 of 234 institutions

Since there was a higher response from larger institutions, **responding institutions represent 90%** of the student population base

- **95% of online enrolments**

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Key Findings

1. Online learning continues to **steadily increase**.

2. Digital learning is in an ongoing state of evolution and **definitions will need to evolve** to reflect changing practices.

3. There is a growing understanding of the **importance of tracking online enrolment data**.

Key Findings

4. Numerous institutions are **exploring the use of alternative credentials**.

5. The use of **OER is widespread but continues to be experimental**.

6. The results illustrate a paradox between the stated **perception that online learning is important** for institutions compared to the **implementation of strategies for online learning**.
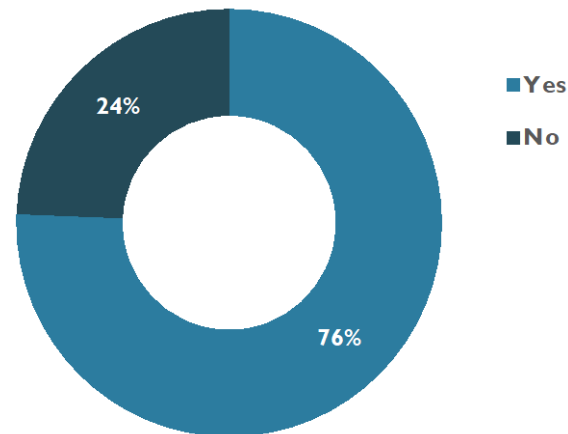
Online Learning

Online learning is the primary delivery modality of distance education and is pervasive in universities and colleges across Canada.

FOR-CREDIT ONLINE COURSE OFFERINGS

24%

76%

■Yes
■No

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Online Enrolments

101 institutions reported online enrolment numbers in 2018 and 2019.

The online course registrations **grew by about 10%** while total number of course registrations remained essentially unchanged.

Online Enrolments: Challenges

Defining online offerings as they evolve

Lack of a **universal reporting requirement**

- Different reporting standards for each province
- Wide-ranging internal tracking requirements within institutions

Online Enrolments: Challenges

Institutions are developing tracking systems to monitor progress that is important at the program/departmental level.

Big picture data is needed:
- Tracking of enrolments at the **provincial/territorial and national level**.

Online Enrolments: Level of Study

Universities were asked about online enrolments by level of study.

The proportion of online undergraduate/graduate enrolments is <u>similar to the proportion</u> of overall undergraduate/graduate enrolments.
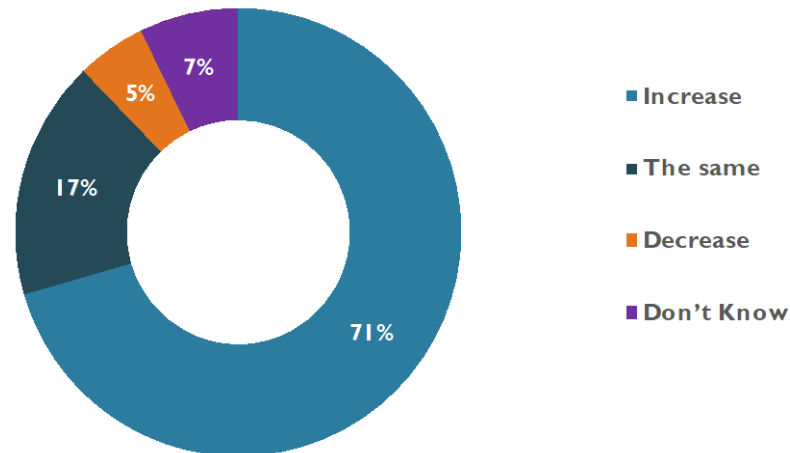
Online Enrolments: Expectations

The majority of institutions **expect online enrolments to increase** in the coming year.

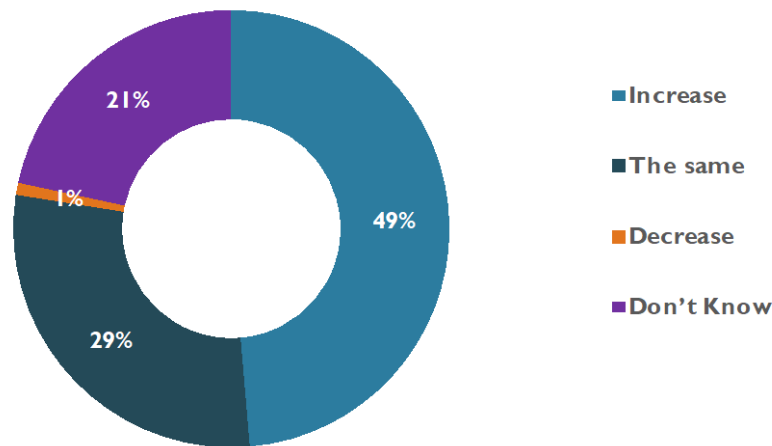EXPECTED CHANGE IN ONLINE ENROLMENTS FOR NEXT YEAR

- Increase
- The same
- Decrease
- Don't Know

71%
17%
5%
7%

Blended/Hybrid Learning

Blended/hybrid learning is widespread and **expected to increase**.

EXPECTED CHANGE IN BLENDED ENROLMENTS FOR NEXT YEAR

- Increase
- The same
- Decrease
- Don't Know

49%
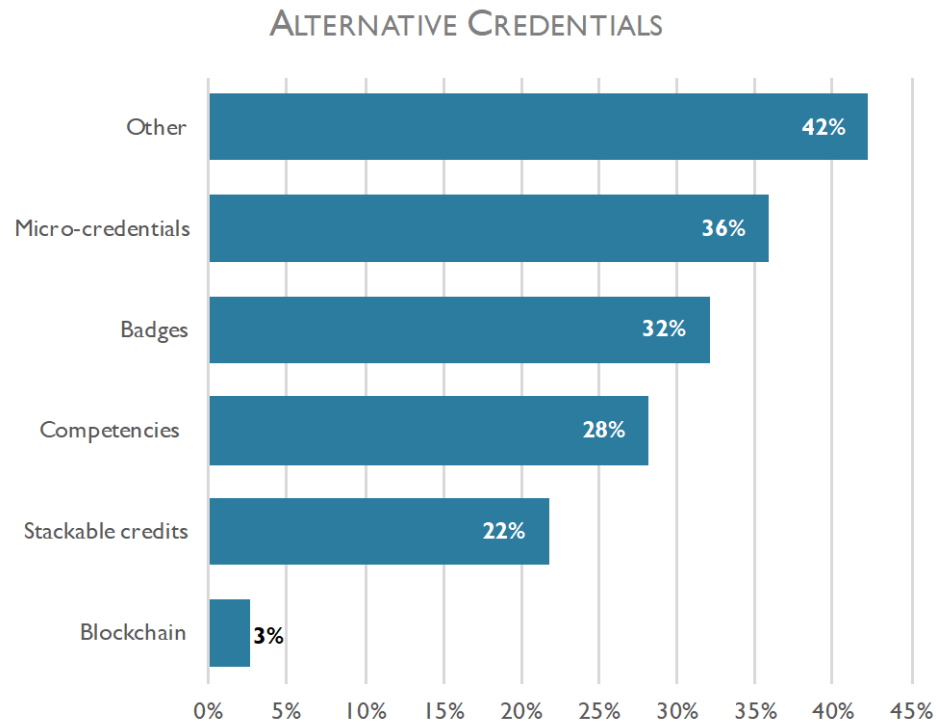29%
21%
1%

Alternative Credentials

Institutions are experimenting with the implementation of alternative credentials.

Due to the emergent nature of these offerings, there is **a need to develop consensus definitions**.

Alternative Credentials

ALTERNATIVE CREDENTIALS

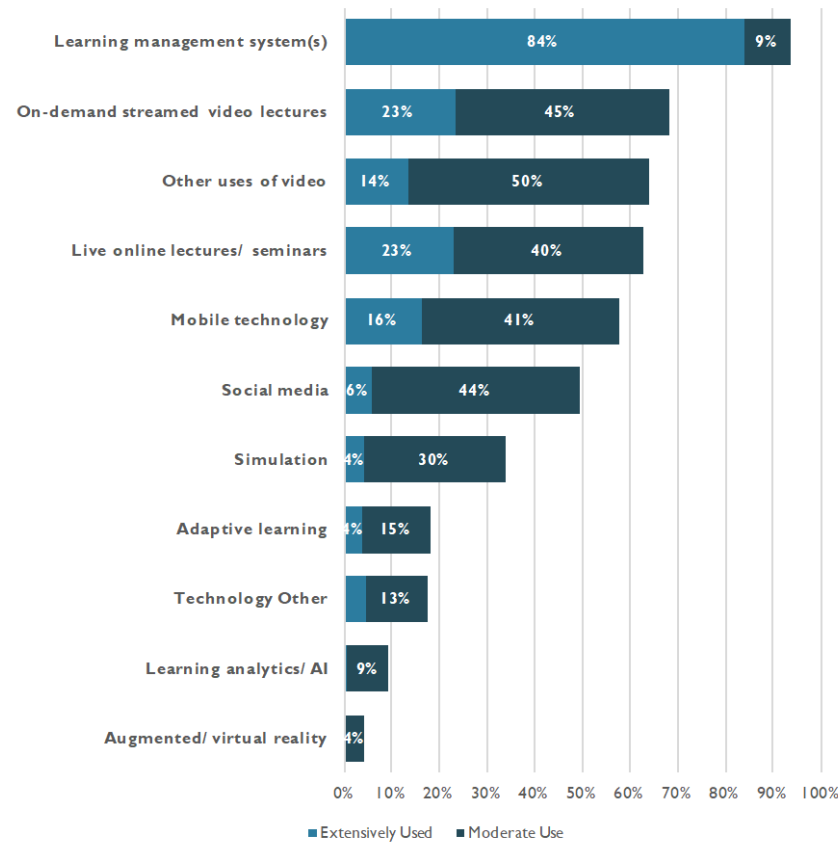| Category	Percentage
Other	42%
Micro-credentials	36%
Badges	32%
Competencies	28%
Stackable credits	22%
Blockchain	3%

Technologies

Beyond LMS technology, which is status quo, **video technologies have become an important tool** for institutions.
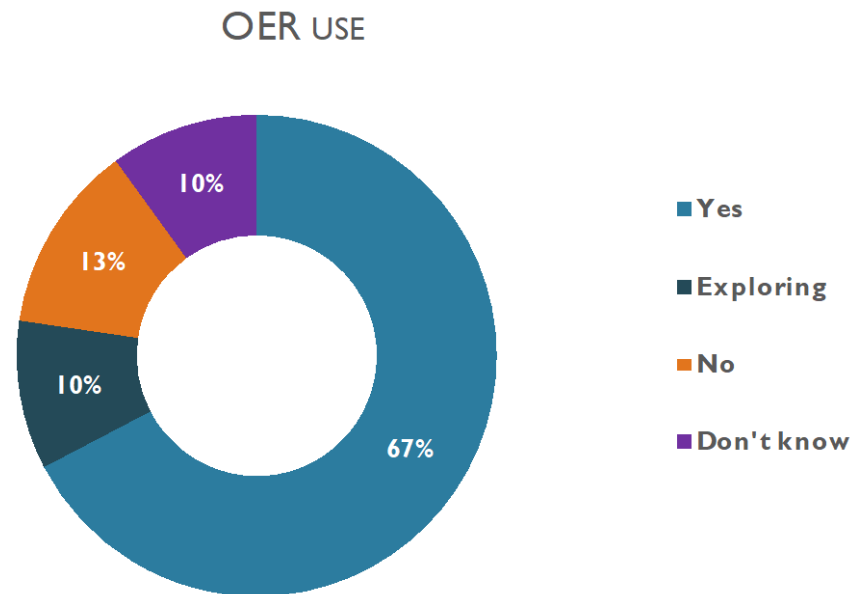
Technologies

TECHNOLOGIES USED IN ONLINE COURSES

Technology	Extensively Used	Moderate Use
Learning management system(s)	84%	9%
On-demand streamed video lectures	23%	45%
Other uses of video	14%	50%
Live online lectures/ seminars	23%	40%
Mobile technology	16%	41%
Social media	6%	44%
Simulation	4%	30%
Adaptive learning	4%	15%
Technology Other		13%
Learning analytics/ AI		9%
Augmented/ virtual reality		4%

■ Extensively Used   ■ Moderate Use

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Open Educational Resources

OER use is widespread but in the experimental stage.

OER USE

- Yes — 67%
- Exploring — 10%
- No — 13%
- Don't know — 10%

Strategies and Plans

Online learning is perceived as important to **long-term plans** of most institutions:

- Institutions that are **implementing a strategic plan** are in the minority

Strategies and Plans

STATUS OF STRATEGIC PLAN FOR E-LEARNING

- Yes, fully implemented — 12%
- Yes, being implemented — 30%
- Developing — 29%
- Not yet — 26%
- Not necessary — 3%

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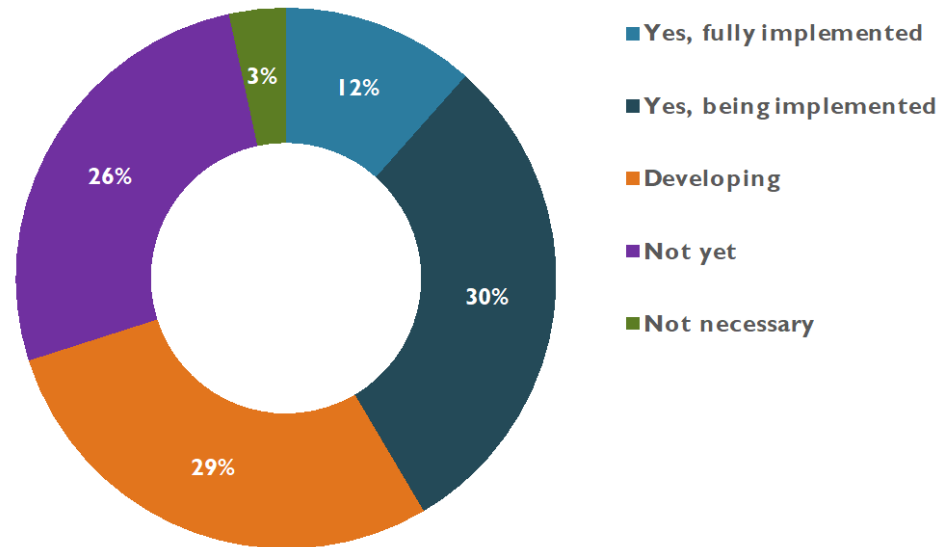
Barriers

Training and support for faculty in the delivery of online and digital learning is central to overcoming the primary barriers to the adoption of online education.

Professional Development

PROFESSIONAL DEVELOPMENT FOR EXPERIENCED FACULTY TEACHING ONLINE.
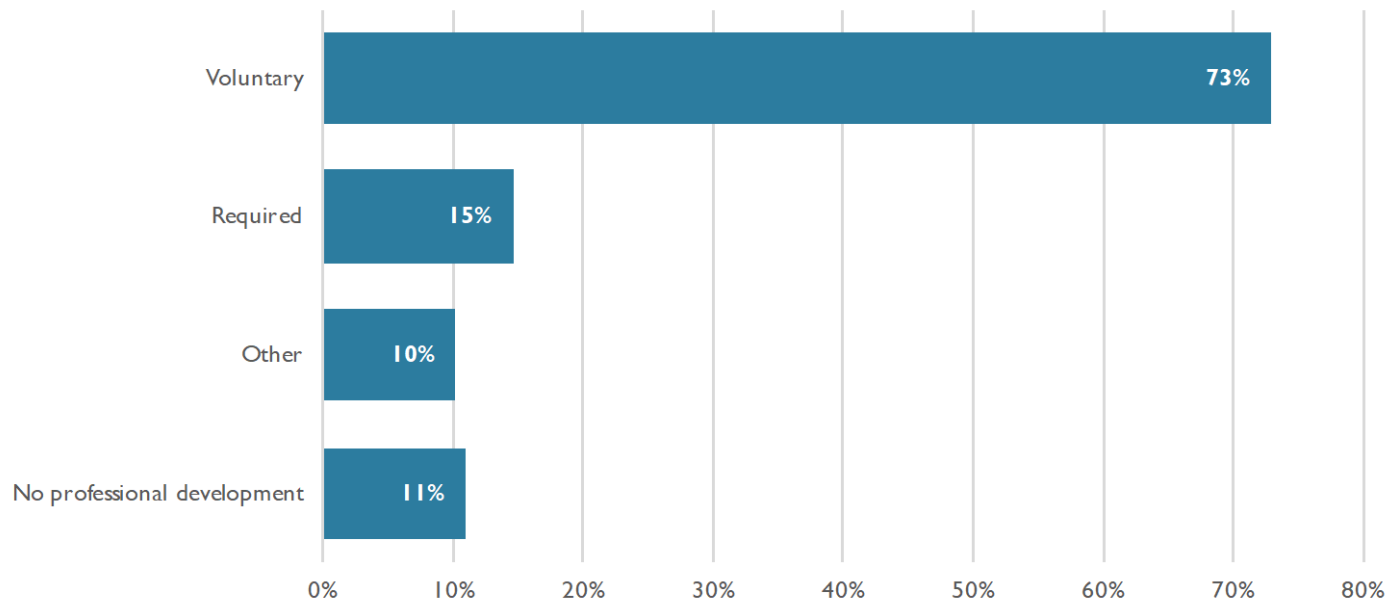
Conclusions

"You can't manage what you don't measure"

- Peter Drucker.

Recommendations

Deep dive into the who/where/why/how

Future research at the faculty and student level

Resolving the year-to-year inconsistencies surrounding online enrolment data

Gathering enrolment data every 2-3 years vs. annually

Thank you

We welcome your insights and feedback:

https://onlinelearningsurveycanada.ca/contact/