Tracking Online Education in Canadian Universities and Colleges:

National Survey of Online and Digital Learning 2019 Atlantic Report

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We also thank the following organizations for their support: Colleges and Institutes Canada (CICAN) and Universities Canada.

Most importantly, we thank our responding institutions. We recognize that the completion of this survey is voluntary. As in 2017 and 2018, this year's survey required a collaborative effort from many different people within the institutions to provide all the information requested. We are truly indebted to everyone who participated in the survey. One of the main aims of conducting this research is to ensure our work adds value to our responding institutions.

We thank Carole Freynet-Gagné for her translation services that enabled the bilingual production of the 2019 CDLRA/ACRFL reports and presentations. We also thank Joanna Bossert for her graphic design services that supported the production of the 2019 CDLRA/ACRFL reports and presentations.

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EXECUTIVE SUMMARY

The public report on the results of the *2019 Canadian National Survey of Online and Digital Learning*, which was conducted throughout the spring and summer of 2019, is available at https://onlinelearningsurveycanada.ca/.

The sub-report on the Atlantic region includes the national results from across the country and focuses on the responses from post-secondary institutions in Newfoundland and Labrador, Prince Edward Island, Nova Scotia, and New Brunswick. Atlantic-specific results are presented under each key area of focus for the survey and are contextualized by the National results.

The 2019 questions are similar to those asked in previous surveys. Many responding institutions have shared that the questions asked in the National Survey have contributed to their improved tracking of participation in online and digital learning. The 2019 survey results for online offerings are representative of our entire roster of institutions and provide the most accurate count of institutions with online offerings to-date; however, many institutions still struggle to provide data specific to their online enrolment activities.

The 2019 survey received a 70% response rate from across the country, which represents 164 responses out of our roster of 234 public institutions. Responses were highly representative of institution type, province and size of the institution.

In the Atlantic region, 7 universities and 6 colleges completed the survey, resulting in a 54% response rate. The responding institutions represent 81% of all higher education enrolments in the region.

Key findings:

The majority (71%) of institutions on our roster in the Atlantic Canada region offer online courses for-credit.

Almost all of the responding institutions in Atlantic Canada reported that they expect online enrolments to increase for next year and that online learning was important to some extent for their long-term plan.

Blended/hybrid courses were offered by the majority of responding institutions in the Atlantic region.

LMS technology and video-based technologies were the primary technologies used by responding institutions in Atlantic Canada.

The primary barriers to the adoption of online learning in Atlantic Canada were related to faculty, which is consistent with the national-level results.

INTRODUCTION

The 2019 Canadian National Online and Digital Education Survey is operated by the Canadian Digital Learning Research Association (CDLRA)/Association canadienne de recherche sur la formation en ligne (ACRFL), a federally incorporated not-for-profit organization. CDLRA/ACRFL was established to engage in research and publish information regarding online and digital learning in the Canadian education system. Dr. Tricia Donovan serves as the Executive Director, and Dr. Tony Bates and Dr. Denis Mayer serve as Directors of the Board.

This report represents the third annual study on tracking online and digital learning among publicly-funded, post-secondary institutions in Canada. The survey universe consists of all Canadian publicly-funded, post-secondary institutions. In 2019, a total of 234 institutions comprised the roster and included CEGEPs, colleges (including polytechnic institutions), private subsidized colleges in Québec, and universities. The 2019 survey had a response rate of 70% (164 of 234 institutions) with the responding institutions representing 90% of all students taking for-credit courses and 95% of all online enrolments in Canada.

Before the launch of the 2019 survey, institutions received a preliminary survey, which guided the development of new topics for inclusion in the survey. Several potential questions regarding enrolments were dropped as a result of this preliminary survey, while new questions on alternative credentials and online course registrations by level and location of study were added to the survey for 2019.

The criteria for inclusion in this survey is that the institution is a publicly-funded post-secondary institution in a province or territory of Canada. This includes universities, colleges, polytechnics, CEGEPs and private subsidized colleges in Québec.

This Atlantic sub-report was prepared to provide insight and specific reference to the results provided by universities and colleges in Newfoundland and Labrador, Prince Edward Island, Nova Scotia, and New Brunswick to the *2019 National Survey on Online and Digital Learning* of Canada's post-secondary institutions.

LIMITATIONS TO THE REGIONAL REPORTS

Regional reports are designed to be a single-year comparison to the national data. The purpose of these reports is to provide information about the distribution of the results from the National Report and to gain a richer understanding of the diversity associated with the growth and development of digital learning within Canada.

In the National Report, year-to-year comparisons of results are provided, where appropriate. Our position is that these comparisons are made possible due to the high response rate recorded at the national level. Based on our experience, if a small number of institutions report notable changes from previous years in their responses, the impact on the national level results is minimal.

For the regional results, however, the number of responding institutions is naturally much lower and varies considerably from region-to-region. For this reason, we purposely limit regional year-to-year comparisons or region-to-region comparisons. At the regional level, differences in the number of responding institutions within the region or variability in reported data from only a few institutions can substantially impact the magnitude of change in the reported proportions.

Our intent is to provide special reports as the survey matures to highlight important changes over time at the regional level. As data collection and reporting at the institutional level improves, we anticipate increased accuracy which will better facilitate such analyses.

If you would like to discuss the results from each year, the CDLRA/ACRFL invites you to contact us at tdonovan@onlinelearningsurvey.ca

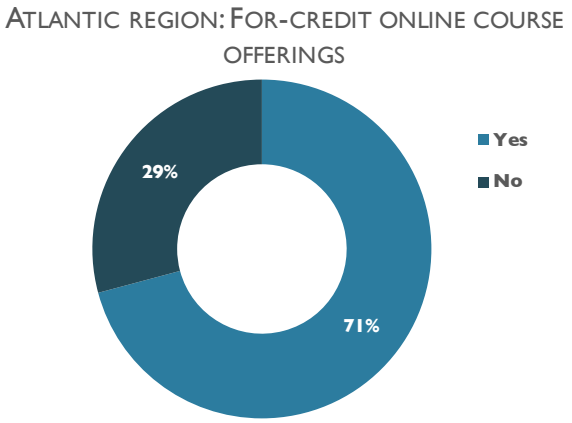
ONLINE ENROLMENT DATA

The majority of institutions in the Atlantic region have for-credit online offerings.

Online learning is the primary delivery modality of distance education and is pervasive in universities and colleges across Canada. The 2019 survey measured the proportion of institutions that offer online courses for credit.

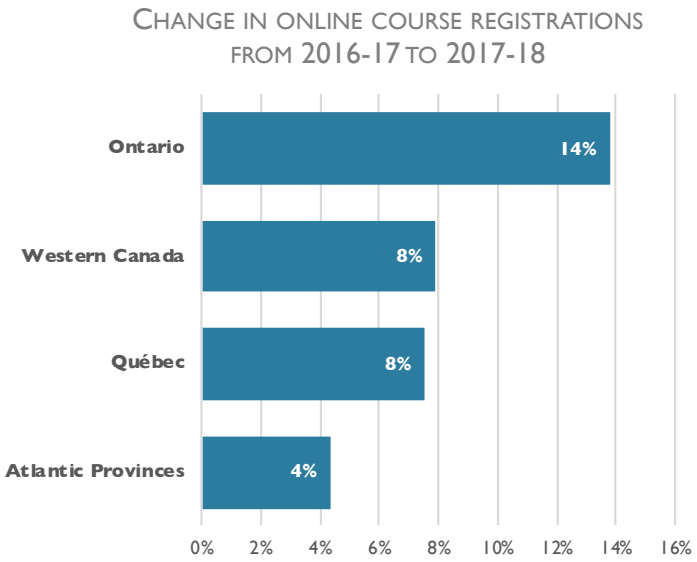
At the national level, of the 234 publicly-funded institutions included in our roster, 177 institutions (76%) offer some form of online learning and 57 institutions (24%) do not.

In Atlantic Canada, 71% of institutions offer online courses for credit, which is comparable to the national average.

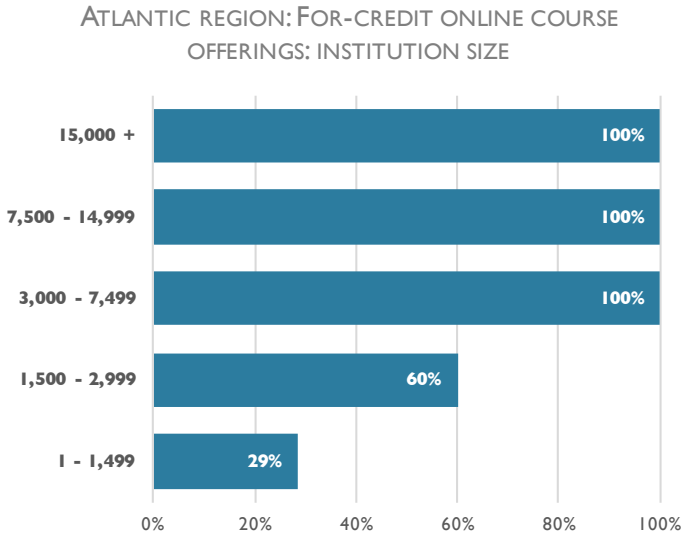


Nationally, online course registrations grew by around 10% between 2016-17 to 2017-18. This result, based on online course registration data among institutions who reported in both survey years, is broad-based with gains seen in all regions of the country, among all sizes of institutions, and among all types of institutions.

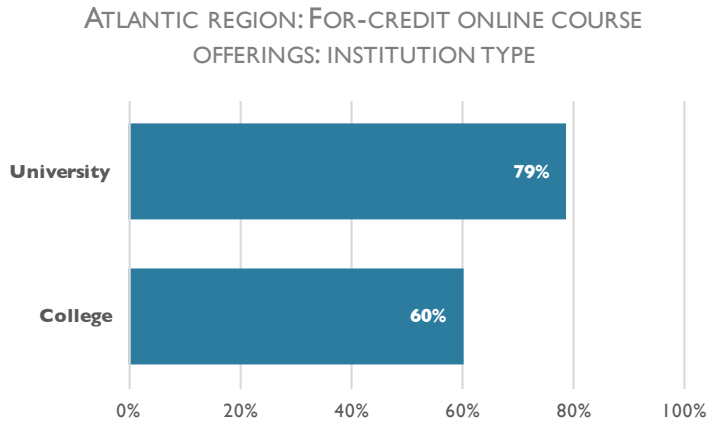
Institutions in Atlantic Canada experienced a lower rate of growth in online course registrations (4%) between 2016-17 to 2017-18, when compared to the national growth rate of 10%.



Institution size is factor in whether online courses are offered at Atlantic institutions: all institutions with more than 3,000 enrolments offered online courses for credit. Smaller institutions were less likely to have online offerings.



The majority of universities (79%) and colleges (60%) in the Atlantic region have for-credit online offerings.



These growth estimates use information from the 2018 and 2019 survey on 'total student course registrations in online courses'. There are several caveats to keep in mind when examining these results. The first is that collecting consistent student enrolment and registration data is far from easy, depending on institutional decisions on coverage by credit status, full- or part-time, which divisions of the institutions to include, etc. The assumption being made here is whatever processes the institution has chosen to apply, it remained consistent between the two years.

A further consideration is that the estimate does not reflect the totality of all Canadian higher education. At a national level, only 43% of institutions provided reliable data for both years.

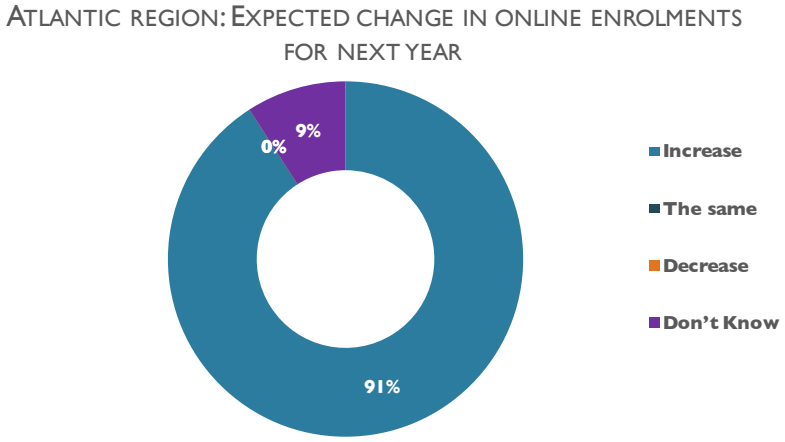
In Atlantic Canada, 8 of 24 (33%) institutions provided reliable data for both years. Those reporting course enrolment data tended to be the larger institutions and together they represented 74% of all Atlantic Canada enrolments.

EXPECTATIONS FOR ONLINE ENROLMENT

The vast majority of institutions in Atlantic Canada expect online enrolments to increase in the next year.

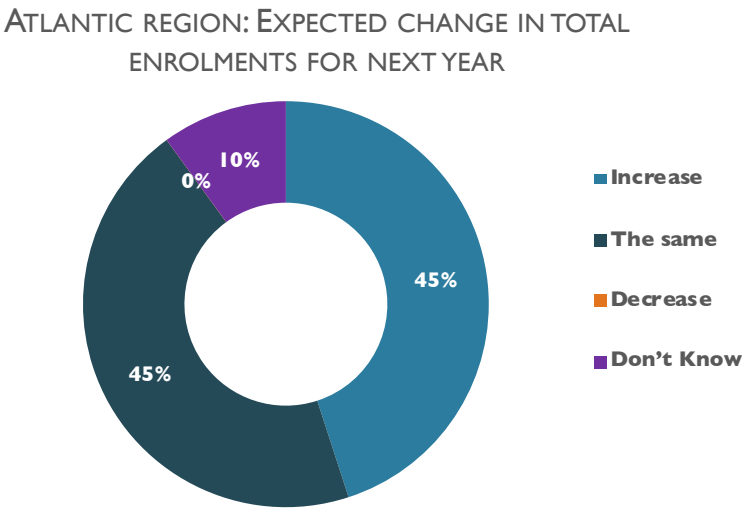
At the national level, the majority of institutions (71%) expected online enrolments to increase in the next year and only 7 institutions expected a decrease. A further 17% of institutions expected online enrolments to stay the same.

In Atlantic Canada, 11 institutions responded to the question on whether they expected online enrolments to increase for next year. The vast majority of these responding institutions expect online enrolments to increase.



Institutions were also asked to predict change in total for-credit enrolments (the sum of their online and in-person courses) for the next year and, across Canada, fewer institutions (63%) predicted growth in their total enrolments compared to the online growth expectations (71%).

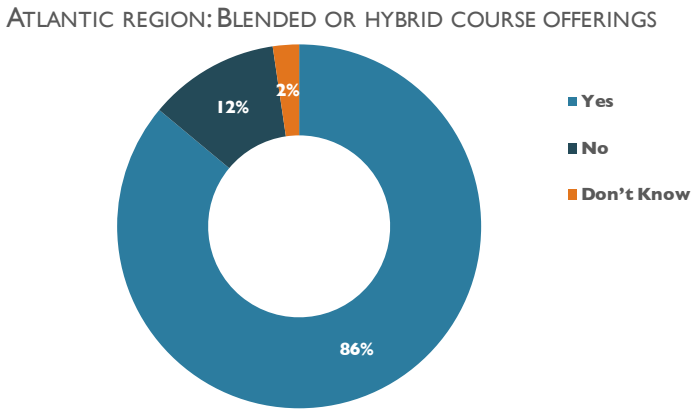
A similar trend was present in the Atlantic region. Of the 9 institutions that responded to the question on whether they expected total enrolments to increase for next year, fewer institutions predicted growth in total enrolments compared to their predictions for online growth.



BLENDED/HYBRID COURSES

The majority of responding institutions in Atlantic Canada have blended/hybrid offerings.

The majority of the 13 institutions that responded to the question on whether they had blended/hybrid offerings reported that they offer blended/hybrid courses.



ALTERNATIVE CREDENTIALS

Offerings for alternative credentials are at an emergent stage in Atlantic Canada.

New to the 2019 survey were questions on alternative credentials such as micro-credentials, stackable credits, badges, blockchain, and competencies (from competency-based learning). Essentially, alternative credentials are offerings beyond traditional degrees, diplomas, and certificates. As institutions continue to develop and implement alternative credentials, operational definitions are needed to support institutions in classifying and tracking such offerings.

In Atlantic Canada, the institutions that responded to the questions on alternative credentials mentioned offerings such as badges, competencies, micro-credentials, and stackable credits; however, there were insufficient responses from Atlantic institutions to make accurate comparisons to the national-level results.

TECHNOLOGIES

In Atlantic Canada, the use of technologies for teaching and learning is similar to the national-level results.

The survey provided a list of technologies and asked institutions to check any of these technologies that they utilize in teaching and learning. The results indicate that the responding institutions use a wide range of the listed technologies.

Nationwide, Learning Management Systems (LMS) are the primary technology that is extensively used by institutions (93%) in their online courses.

In Atlantic Canada, 10 institutions responded to the questions on technology. The results were comparable to the national-level results: LMS technology was the top technology used by the responding Atlantic institutions, followed by video technologies (live online lectures, on-demand streamed video lectures, and other uses of video), and mobile technology.

> *[We are] increasing the use of Brightspace to further flexible offerings. Using surface hubs, lectora, crazytalk, powtoons, doodly. We are looking at connected classrooms through web-based video conference technology (e.g. Skype). Additionally, we're looking more into XR applications for simulated labs, and doing more with video content (lectures, etc.).*

OPEN EDUCATIONAL RESOURCES

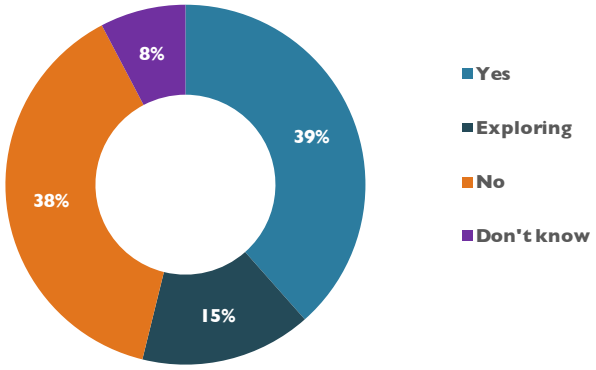
OER use is emergent in Atlantic Canada.

Open educational resources (OER) are resources useful for teaching and learning (text, media, and other assets) that are freely accessible and openly-licensed (such as a Creative Commons license), where there is legal permission for creation, use and reuse of educational content.

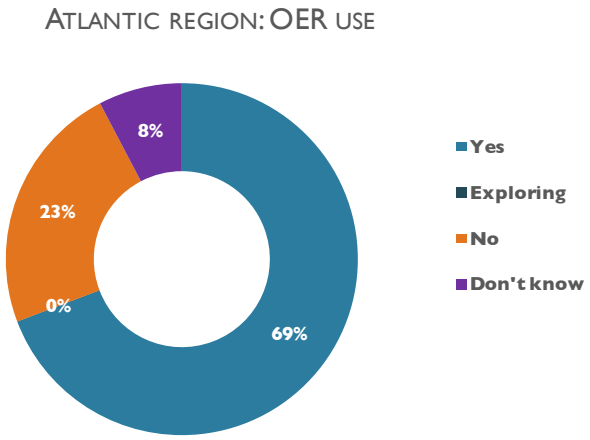
At the national level, of the 143 institutions that responded to the question on open textbook use at their institutions, 54% reported that they currently use open textbooks. An additional 17% are exploring their use.

In Atlantic Canada, 13 institutions responded to the questions on open textbook use. Roughly half of these institutions reported that they either used open textbooks or were exploring open textbook use.

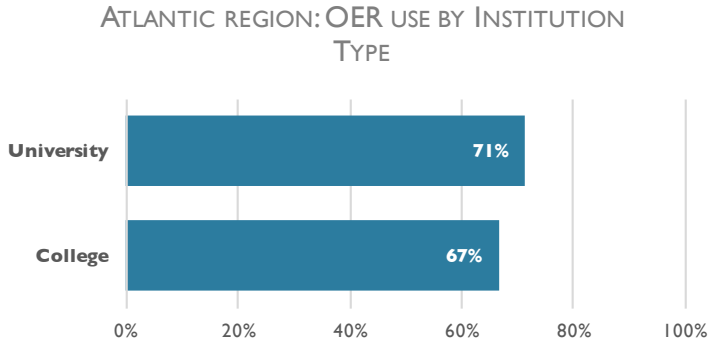
ATLANTIC REGION: OPEN TEXTBOOK USE



The 2019 survey also asked institutions whether they use OER other than open textbooks. Nationally, the majority of institutions (67%) reported that they use other types of OER with an additional 10% exploring their use. In the Atlantic region, a similar proportion of the 13 responding institutions (69%) reported using other types of OER.

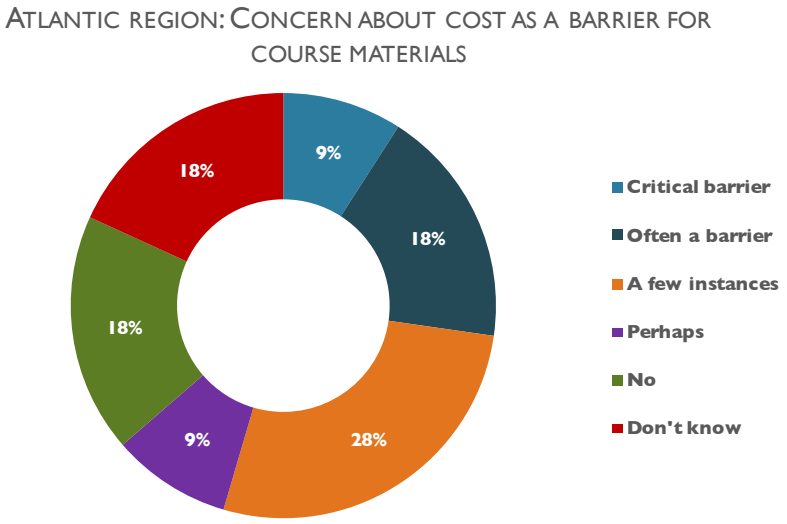


Responding universities and colleges in Atlantic Canada reported similar use of OER.



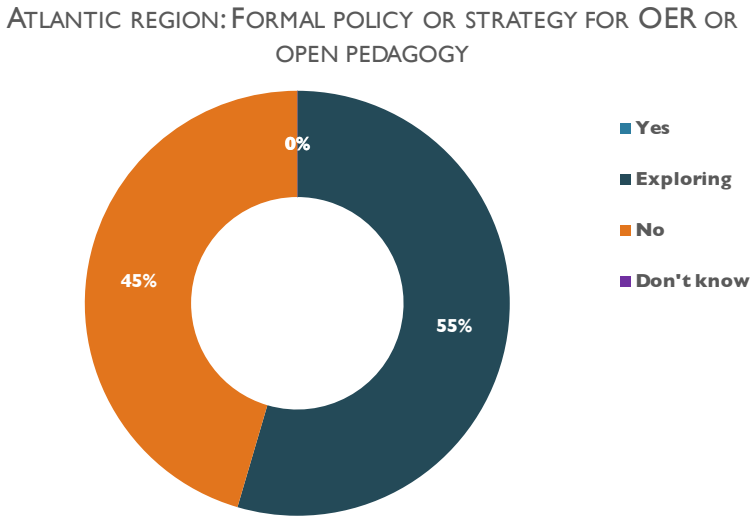
The national results indicated that most institutions are concerned to some degree that cost is a barrier in preventing students from having the required material with only 18% of institutions reporting that cost is not a concern.

In Atlantic Canada, 11 institutions responded to the question of whether cost of materials was a barrier for students. Most of these institutions reported that cost was a barrier to some extent.



Nationally, 48% of Canadian institutions reported that they either have (9%) or are exploring (39%) a formal policy or strategy for OER.

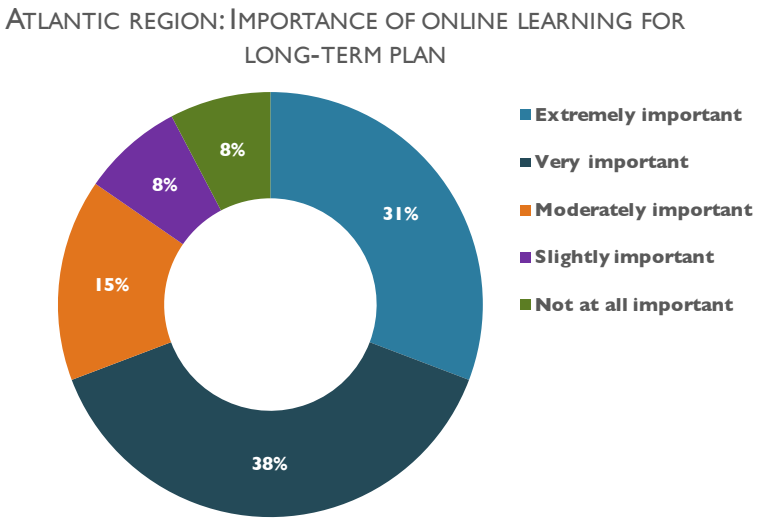
In Atlantic Canada, 11 institutions responded to the question on whether they had a formal policy or strategy for OER. Roughly half of these institutions were exploring a formal policy or strategy and the other half were not.



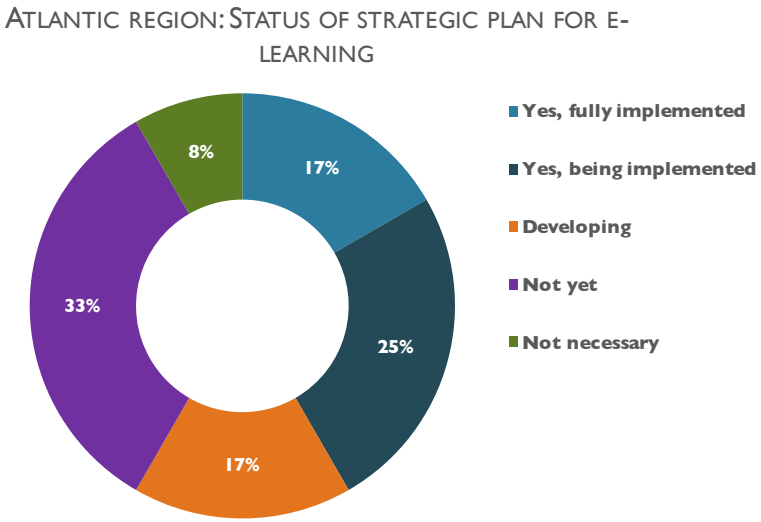
STRATEGIES AND PLANS

Institutions in Atlantic Canada consider online learning to be an important part of their long-term plan.

Consistent with the national results, online learning is an important part of long-term institutional plans in Atlantic Canada. Almost all of the 13 responding institutions reported that online learning was important to some extent for their long-term plan. Most of these institutions reported that online learning was extremely or very important.



Nationally, the proportion of institutions that are implementing a plan to some extent remains a minority (42%). In Atlantic Canada, 12 institutions responded to this question and the same proportion reported that they implementing a plan to some extent.



PERCEPTIONS, STRATEGIC IMPORTANCE, AND BARRIERS RELATED TO ONLINE LEARNING

All responding institutions in Atlantic Canada reported that online learning is important for increasing student access and for increasing the rate of credential completion. The primary barriers to the adoption of online learning were related to faculty, which is comparable to the national-level results.

Perceptions of online learning:

In Atlantic Canada, 11 institutions responded to the questions on perceptions of online learning. Roughly one-half of these responding institutions agreed that online credentials have the same level of respect as face-to-face courses and that students need more discipline to succeed in an online course.

Strategic importance of online learning:

Of the 10 institutions in Atlantic Canada that responded to the questions on the strategic importance of online learning, all reported that offering online to increase student access and to increase the rate of credential completion were important. Additionally, most responding institutions reported that online learning was strategically important for growing continuing and/or professional education, improving student retention, and maintaining enrolment numbers.

Barriers to the adoption of online learning:

Nationally, the top barrier to the adoption of online education was the additional faculty effort required, which was the same for the 11 institutions that responded to the questions on barriers in the Atlantic region. Responding institutions in Atlantic Canada also reported that inadequate training for faculty and lack of acceptance of online learning by faculty were significant barriers.

PROFESSIONAL DEVELOPMENT

Most responding institutions in Atlantic Canada reported having some form of professional development available to faculty who teach, or who will teach, online.

In Atlantic Canada, 9 institutions responded to the questions about professional development for faculty who teach, or who will teach, online.

Consistent with the national results, professional development before teaching online and for experienced online faculty is mostly voluntary among the responding institutions in Atlantic Canada. Several responding institutions reported that they require professional development for faculty before teaching online; however, none of the responding institutions reported having required professional development for experienced online teachers. Again, this was consistent with the national-level results.

CONCLUSIONS

In Atlantic Canada, 13 institutions responded to the survey, offering a glimpse into the online learning landscape in the region. We offer our thanks to these institutions for providing us with these insights.

The results from the responding institutions indicate that online learning is growing in the Atlantic region and is valued as being strategically important by institutions. Blended/hybrid offerings were also common among responding institutions.

Responses from institutions in Atlantic Canada related to OER use, technology use, and professional development showed consistency with the national-level results.

As Atlantic Canada is a comparatively small region, a greater response rate from institutions Atlantic Canada (as the survey develops over time) will enable a richer analysis of digital learning in the region.

METHODOLOGY

The universe of interest for this study is all publicly-funded post-secondary institutions in Canada.

Almost all universities in Canada are funded provincially. There were multiple changes to the roster of institutions between 2017 and 2018, and only one change between 2018 and 2019. Based on feedback from Québec following the 2017 survey, three Québec institutions that were previously treated as constituent components of the Université de Montréal were added as independent institutions. Also, in 2018, the scope was expanded to include federally-funded post-secondary institutions, adding The Royal Military College of Canada (which has university status) to the roster.

A further change in 2018 was the decision to treat francophone colleges within Anglophone universities as a separate roster entry, as they offer separate academic programs and require a separate questionnaire in French. This resulted in an additional five university-type institutions compared to those included in the 2017 roster. Finally, one provincially-funded institution changed its status from a college to a university between 2017 and 2018. There was only a single change in the roster between 2018 and 2019 when the activities of the institution formerly known as Cégep à distance were integrated with Collège de Rosemont.

Beginning in 2018, 'private subsidized colleges' in Québec were added to the roster. These establishments are recognized as a public interest and approved for subsidies by the Minister responsible for Higher Education that are fully accredited within the province.

Institutions that are not included in the roster include Canadian private for-profit universities, most of which are very small, as well as fully private career colleges and institutes.

The 2019 roster includes:

- 82 universities and Francophone colleges of Anglophone universities
- 80 colleges outside Québec
- 51 CEGEPs
- 21 private subsidized colleges in Québec

The resulting roster includes 152 colleges and 82 universities for a total of 234 institutions.

Questionnaire design and distribution

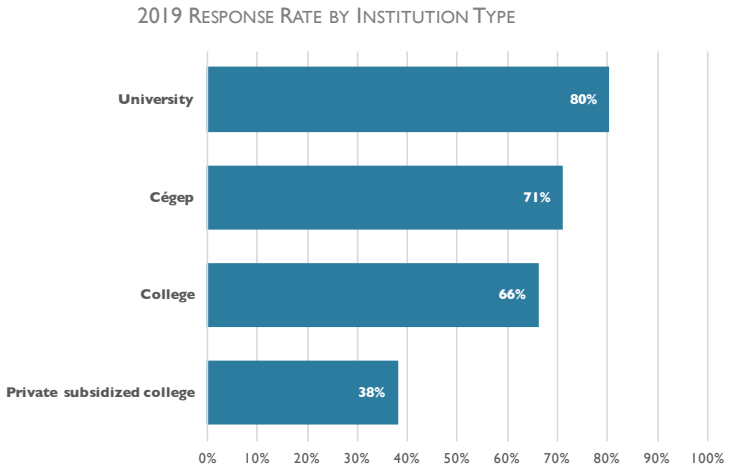
The initial questionnaire design for 2017 was based on surveys used in the U.S. by the Babson Survey Research Group, that were modified to meet the Canadian context. From 2017 to 2018 several questions were dropped where the information was not likely to change significantly from year to year. The 2018 survey also reflected the additional work on definitions and included questions to allow institutions to compare their definitions with those of the survey team. While the bulk of the survey remained the same from 2018 to 2019, some changes were made for 2019, adding additional questions on open resources, faculty professional development, and the location of online students.

All changes to the survey have been tested in pre-surveys. The definitions and enrolment questions in 2018 were tested in a pre-survey that went to all potential participating institutions for feedback and comment. This outreach was also used to update the contact information for each institution. A second pre-survey was conducted in 2019 asking institutions what information they tracked and could supply for proposed enrolment tracking questions.

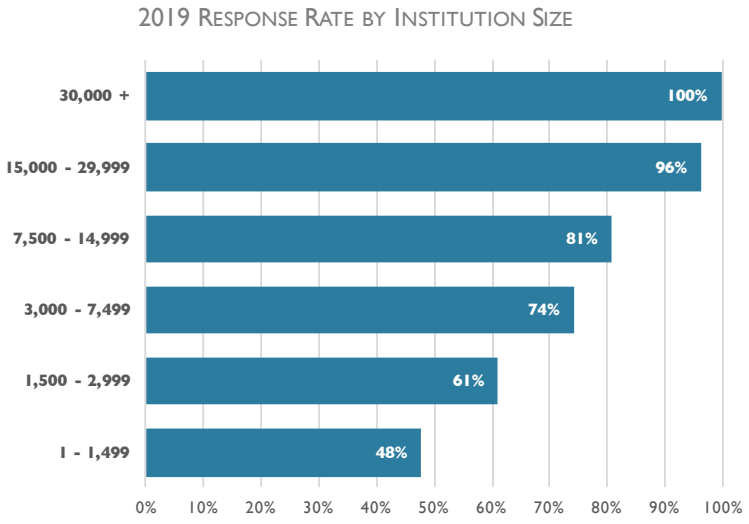
A survey invitation was sent to the Provost/VP Academic or Vice-President Education or Directeur général for each institution on the roster, with copies to the other institutional contacts. The questionnaire content was identical in both Anglophone and Francophone versions of the questionnaire.

The questionnaire itself was a fillable PDF file, that could be shared among multiple people at the institution. Members of the project team actively followed up with institutions to answer any of their questions and to encourage them to participate. The project was also promoted through post-secondary educational networks or provincial organizations.

The overall institutional response rate was 70% for all types of institutions. Responses were highest from universities (80%) and lowest from the 21 private subsidised colleges in Québec (38%).



The response rate tended to be lower from the smaller institutions; nevertheless, close to half of even the smallest institutions responded. Since there was a higher response from the larger institutions, the questionnaire responders represent institutions with 90% of the student population base and 95% of all online enrolments.



Overall, especially considering that this was a voluntary questionnaire, the responses provide an excellent, representative sample of colleges and universities across all provinces, and across all sizes of institutions, representing 70% of all institutions and 90% of all students studying for institutional credit at Canadian publicly-funded post-secondary institutions.

Questions on course registrations

Survey questions addressing numbers of course registrations and numbers of students have been revised each year based on feedback from responding institutions. The 2017 questionnaire included several enrolment questions, which proved difficult (or impossible) for many institutions to answer. The 2018 survey scaled this back considerably to include only six questions: three on overall enrolments and three on online enrolments. A pre-survey conducted ahead of the 2019 main survey provided even more feedback, resulting in a further reduction in the number of questions to only four: two on overall enrolments and two on online enrolments.

The fact that it remains difficult for many institutions to provide data consistent with the survey questions is to be expected. The lack of a universal reporting requirement, the differing reporting standards for each province, and the wide-ranging internal tracking requirements for the institutions themselves have resulted in multiple systems designed to meet specific institutional and governmental agencies reporting objectives.

A further complication is that, while the question of 'how many students?' may sound simple, it is anything but. Provinces and institutions can have widely ranging definitions of what constitutes a 'student'. Questions arose and included: Should institutions count all students or convert part-time counts into full-time equivalents (FTE)? Should institutions count all students or only students taking for-credit courses or programs? Do students in continuing education or other non-core programs count as part of the main institution? Should institutions count only those being supported by a particular program or all of the students, regardless of their support?

All of these factors lead to considerable variability in what each institution can measure and report, making reliable comparisons across institutions extremely difficult. However, it is possible to compare the same data element across time for the same institution, provided that an identical question is being asked at each point in time. The year-to-year comparisons in this report use an identical question on total online course registrations over the academic year.

BACKGROUND TO THE 2019 NATIONAL SURVEY

Collectively, the National Survey aims to cover all types of publicly-funded post-secondary institutions within every province and territory. The inaugural survey was launched in 2017 and over time, we have modified the questions in response to suggestions from responding institutions.

Since our inception, we have developed, and are continuously revising, a comprehensive roster of all publicly-funded post-secondary institutions. This is part of an ongoing effort to build a strong relationship between the research team and every post-secondary institution in our roster. We strive to acknowledge and portray the diversity in post-secondary institutions in our endeavors.

From its outset, the survey has been a bilingual undertaking, acknowledging that the provincial post-secondary system in Québec differs significantly from other provincial and territorial jurisdictions. We also recognize that there is a significant number of francophone institutions across Canada.

Each year, we review the responses, suggestions and advice that responding institutions share with us. In early 2019, we sent a preliminary survey to determine whether institutions would be able to provide data on new areas of interest. Our research team collected, analyzed and integrated responses from the preliminary survey into the 2019 Canadian National Survey of Online and Digital Learning. The survey launched in April and data collection concluded in July. We received a small number of responses in August and included these in the data analysis.

We invite you to reach out to our research team to offer feedback and suggestions for future surveys and research projects that investigate digital learning at post-secondary institutions across Canada.

2019 Primary Research Team

Nicole Johnson is the newly appointed Research Director of the Canadian Digital Learning Research Association. She was the primary author for the 2019 National Report and works closely with Dr. Tony Bates, Dr. Jeff Seaman and Dr. Tricia Donovan. She is currently an online PhD student in the Education and ICT (e-learning) program at the Open University of Catalonia in Barcelona, Spain, while residing in Abbotsford, B.C. Nicole completed her Master of Educational Technology degree online through UBC and also holds Bachelor degrees in Education and Human Kinetics from UBC. Additionally, Nicole is currently part of a research team at Royal Roads University that is exploring the nature of academics' online participation over time.

Dr. Tony Bates is currently a Senior Advisor at the Chang School of Continuing Education, Ryerson University. He is also a Research Associate at Contact North|Contact Nord. He has 50 years of experience in using technology for teaching, including teaching online, managing online programs, conducting research into educational technologies, and consulting on digital learning strategies and management. Tony has pioneered the Canadian National Survey and is a Director of the Board, CDLRA/ACRFL.

Dr. Jeff Seaman has worked in education information technology his entire career and currently serves as Director of the Babson Survey Research Group. His experience includes creating and running the Computing Resource Center at the University of Pennsylvania, Chief Technology Officer at HighWired.com, Vice President of Engineering for Vista Associates, and Chief Information Officer for Lesley University. He has taught at multiple institutions and served on numerous academic technology advisory boards including Apple Computer, IBM, and Microsoft.

Dr. Tricia Donovan is currently the Principal, eCampus at NSCC. She has over twenty years of experience with online, distance and digital education with colleges, universities and consortia. She was the Executive Director, eCampusAlberta for 15 years and works closely with the eCampus organizations across Canada and in partnership with WCET in the United States. She has experience in working with online and digital learning strategic planning, quality assurance in online learning and consultation. Tricia also serves as Project Lead for the National Survey and is a Director of the Board.

2019 Executive Consultants

The Canadian National Survey is made possible through the dedication and commitment of our team of Executive Consultants. Their collective experience and understanding of the Canadian post-secondary system, and of research in online and digital learning, is unparalleled.

Dr. Denis Mayer, is currently serving as interim Board Chair for the Higher Education Quality Council of Ontario (HEQCO) and is a board member of the Canadian Digital Learning Research Association. Formerly at Laurentian University he led Continuing Education and Student Affairs and was involved in distance and online learning regionally, provincially and nationally. He chaired the board of the Canadian Virtual University, the board of the Canadian Association for Distance Education and was a board member for the Ontario Council for University Lifelong Learning and Contact North. He now does consulting in distance education and online learning.

Dr. Brian Desbiens currently is coaching CEO and Senior Executive teams at six institutions (University, College, Health Care and educational support agencies) in Ontario. He is a Research Associate at Contact North|Contact Nord. He is a past President of Sir Sandford Fleming College and worked in the college system for 36 years. He is an Adjunct Professor in the Higher Education Department of the Ontario Institute of Education at the University of Toronto and teaches Leadership in the doctoral program.

Éric Martel is currently Director of distance learning at Université Laval. He is also a Lecturer in the Department of Management at Université Laval and has been teaching undergraduate and graduate online courses since 2002. He has over ten years of experience in managing online programs, recruiting students in online programs and developing online courses.

Dr. Ross Paul spent more than 35 years in senior academic administrative positions in Canadian colleges and universities including presidencies at Laurentian University and the University of Windsor. He has written extensively on leadership and management issues and is best known for his books Open Learning and Open Management: Leadership and Integrity in Distance Education (1990) and Leadership Under Fire: The Challenging Role of the Canadian University President (2nd edition, 2015).

Vivian Forssman has expertise in online learning strategy, program development, learning design, and technology operations. She is currently part of a team focused on climate change with the BC Professionals Adaptation Network Project. From 2013 – 2017 she served as the Director of the Centre for Teaching and Educational Technologies at Royal Roads University, providing pedagogical and technical support for faculty; implementing learning technologies; and improving curricular alignment through program mapping services. She holds an MBA from the University of Cape Town, and undertook doctoral research focused on technology policy in higher education, through Simon Fraser University, in the period 2004-2008.

Russ Poulin is the Executive Director, WICHE Cooperative for Educational Technologies (WCET), Vice President for Technology-Enhanced Education, Western Interstate Commission for Higher Education (WICHE). Russ has more than 20 years of experience focused on the practice, policy, and advocacy of technology -enhanced learning in higher education. Russ, and WCET, have partnered with CDLRA/ACRFL and have worked in concert with eLearning consortia in both the United States and Canada. He has received recognition from the Presidents' Forum, Excelsior College, and the National University Technology Network for his contributions to policies for technology-enhanced postsecondary education. Poulin received a bachelor's degree from the University of Colorado Denver and a masters from the University of Northern Colorado.

ROSTER OF INSTITUTIONS

Alberta
Alberta University of the Arts
Athabasca University
Bow Valley College
Centre Collégial de l'Alberta - Campus Saint-Jean
Grande Prairie Regional College
Keyano College
Lakeland College
Lethbridge College
MacEwan University
Medicine Hat College
Mount Royal University
Norquest College
Northern Alberta Institute of Technology (NAIT)
Northern Lakes College
Olds College
Portage College
Red Deer College
SAIT Polytechnic
University of Alberta
University of Calgary
University of Lethbridge

British Columbia
British Columbia Institute of Technology
Camosun College
Capilano University
Coast Mountain College
Collège Éducacentre
College of New Caledonia
College of the Rockies
Douglas College
Emily Carr University of Art and Design
Justice Institute of British Columbia
Kwantlen Polytechnic University
Langara College
Nicola Valley Institute of Technology
North Island College
Northern Lights College
Okanagan College
Royal Roads University
Selkirk College
Simon Fraser University
The University of British Columbia
Thompson Rivers University
University of Northern British Columbia
University of the Fraser Valley
University of Victoria
Vancouver Community College
Vancouver Island University

Manitoba
Assiniboine Community College
Brandon University
Canadian Mennonite University
Manitoba Institute of Trades and Technology
Red River College
The University of Winnipeg
Université de Saint-Boniface
University College of the North
University of Manitoba

New Brunswick
Collège communautaire du Nouveau-Brunswick - Campus d'Edmundston
Maritime College of Forest Technology
Mount Allison University
New Brunswick College of Craft and Design
New Brunswick Community College
St. Thomas University
Université de Moncton
University of New Brunswick -St. John

Newfoundland and Labrador
College of the North Atlantic
Memorial University of Newfoundland

Northwest Territories
Aurora College
Collège Nordique francophone

Nova Scotia
Acadia University
Canadian Coast Guard College
Cape Breton University
Dalhousie University
Gaelic College
Mount Saint Vincent University
Nova Scotia Community College (NSCC)
NSCAD University
Saint Mary's University
St. Francis Xavier University
Université Sainte-Anne

Nunavut
Nunavut Arctic College

Ontario
Algoma University
Algonquin College
Brock University
Cambrian College
Canadore College
Carleton University
Centennial College
Collège Boréal
Conestoga College Institute of Technology and Advanced Learning
Confederation College of Applied Arts and Technology
Durham College
Fanshawe College
Fleming College of Applied Arts and Technology
George Brown College of Applied Arts and Technology
Georgian College of Applied Arts and Technology
Glendon College
Humber College
La Cité
Lakehead University
Lambton College
Laurentian University
Loyalist College of Applied Arts and Technology
McMaster University
Mohawk College
Niagara College
Nipissing University
Northern College
OCAD University
Ontario Tech University
Queen's University
Royal Military College of Canada
Ryerson University
Sault College
Seneca College
Sheridan College
St. Clair College
St. Lawrence College of Applied Arts and Technology
The Michener Institute of Education at UHN
Trent University
Université de Hearst
University of Guelph
University of Ottawa
University of Toronto
University of Waterloo
University of Windsor
Western University
Wilfrid Laurier University
York University

Prince Edward Island
Collège de l'Île-du-prince-Edouard
Holland College
University of Prince Edward Island

Québec

Bishop's University
Campus Notre-Dame-de-Foy
Cégep André-Laurendeau
Cégep Beauce-Appalaches
Cégep de Baie-Comeau
Cégep de Chicoutimi
Cégep de Drummondville
Cégep de Granby Haute-Yamaska
Cégep de Jonquière
Cégep de l'Abitibi-Témiscamingue
Cégep de l'Outaouais
Cégep de la Gaspésie et des Îles
Cégep de La Pocatière
Cégep de Lévis-Lauzon
Cégep de Matane
Cégep de Rimouski
Cégep de Rivière-du-Loup
Cégep de Saint-Félicien
Cégep de Saint-Hyacinthe
Cégep de Saint-Jean-sur-Richelieu
Cégep de Saint-Jérôme
Cégep de Saint-Laurent
Cégep de Sainte-Foy
Cégep de Sept-Îles
Cégep de Sherbrooke
Cégep de Sorel-Tracy
Cégep de Thetford
Cégep de Trois-Rivières
Cégep de Victoriaville
Cégep du Vieux Montréal
Cégep Édouard-Montpetit
Cégep Garneau
Cégep Heritage College
Cégep John Abbott College
Cégep Limoilou
Cégep Marie-Victorin
Cégep régional de Lanaudière
Cégep Vanier College
Centre Matapédien d'études collégiales
Champlain Regional College
Collège Ahuntsic
Collège André-Grasset
Collège Bart
Collège Centennial
Collège d'Alma
Collège de Bois-de-Boulogne
Collège de Maisonneuve
Collège de Rosemont
College de Valleyfield
Collège Ellis
Collège Gérald-Godin
Collège international des Marcellines
Collège international Marie de France
Collège Jean-de-Brébeuf
Collège Laflèche
Collège LaSalle
Collège Lionel-Groulx
Collège Marianopolis
Collège Mérici
Collège Montmorency
Collège O'Sullivan de Québec
Collège Shawinigan
Collège Stanislas
Collège TAV
Collège Universel - Campus Gatineau
Collégial international Sainte-Anne
Concordia University
Dawson College
École de musique Vincent-d'Indy
École de sténographie judiciaire
École de technologie supérieure
École nationale d'administration publique
École nationale de cirque
École Polytechnique de Montréal
HEC Montréal
Institut de technologie agroalimentaire
Institut de tourisme et d'hôtellerie du Québec
Institut national de la recherche scientifique
McGill University
Séminaire de Sherbrooke
TÉLUQ
Université de Montréal

Université de SherbrookeUniversité du Québec
à Chicoutimi
Université du Québec à Montréal
Université du Québec à Rimouski
Université du Québec à Trois-Rivières
Université du Québec en Abitibi-Témiscamingue
Université du Québec en Outaouais
Université Laval

Saskatchewan
Carlton Trail College
Collège Mathieu - Sadkatchewan
Cumberland College
Great Plains College
La Cité Universitaire francophone de
l'Université de Régina
North West Regional College
Northlands College
Parkland College
Saskatchewan Polytechnic
Southeast College
University of Regina
University of Saskatchewan

Yukon
Yukon College

CONTACT:

Canadian Digital Learning Research Association

Association canadienne de recherche sur la formation en ligne

Web: onlinelearningsurveycanada.ca