CDLRA/ACRFL
Canadian National Survey of Online and Digital Learning

Global Online Learning Summit

Presented by
Nicole Johnson, Research Director
Dr. Tricia Donovan, Executive Director
Dr. Jeff Seaman, Babson Survey Research Group
Dr. Tony Bates, CDLRA Advisor
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:

[Logos of various organizations]
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
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.
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 similar to the proportion of overall undergraduate/graduate enrolments.
Online Enrolments: Expectations

The majority of institutions expect online enrolments to increase in the coming year.
Blended/Hybrid Learning

Blended/hybrid learning is widespread and expected to increase.
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

![Bar Chart

- 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

- Learning management system(s): 84% Extensively Used, 9% Moderate Use
- On-demand streamed video lectures: 23% Extensively Used, 45% Moderate Use
- Other uses of video: 14% Extensively Used, 50% Moderate Use
- Live online lectures/seminars: 23% Extensively Used, 40% Moderate Use
- Mobile technology: 16% Extensively Used, 41% Moderate Use
- Social media: 6% Extensively Used, 44% Moderate Use
- Simulation: 4% Extensively Used, 30% Moderate Use
- Adaptive learning: 9% Extensively Used, 15% Moderate Use
- Technology Other: 13% Extensively Used, 15% Moderate Use
- Learning analytics/AI: 9% Extensively Used, 4% Moderate Use
- Augmented/virtual reality: 9% Extensively Used, 0% Moderate Use

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

OER use is widespread but in the experimental stage.
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: 30%
- Yes, being implemented: 29%
- Developing: 12%
- Not yet: 26%
- Not necessary: 3%
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.

- Voluntary: 73%
- Required: 15%
- Other: 10%
- No professional development: 11%
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/