

Digital Learning in Canada in 2022: A Changing Landscape

2022 National Report

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EXECUTIVE SUMMARY

The 2021-22 academic year brought the opportunity to resume in-person learning on a large scale. Yet, contrary to the narrative that "everyone only wants in-person learning," our results show a high demand for the continuation of online and hybrid learning options alongside the return to campus.

Throughout 2022, our team has heard from institutional administrators, teaching and learning leaders, faculty, and policymakers. Overwhelmingly, we hear the same message: although some students and faculty are delighted to be back on campus, others are concerned that scaling back on opportunities to learn fully or partially online limits accessibility.

The complex nature of creating an accessible post-secondary system has been at the forefront of our conversations this year and is reflected in the findings of this report. Ultimately, we find that no one mode of learning (in-person, online, or hybrid) effectively meets the needs of all learners and that options are needed throughout the system to address the diverse population of learners (and prospective learners) across the country.

Our hope as we progress into 2023 (and beyond) is that we continue to engage in complex and often difficult conversations about the changes needed to make post-secondary education in Canada more accessible while maintaining high standards of quality. At present, there are no easy answers but, instead, opportunities to innovate and experiment with new teaching practices to discover best practices for our digital age.

Key findings from 2022:

- The most prevalent challenges related to teaching and learning are faculty-oriented, with faculty fatigue and burnout being the top challenge in 2022.
- Establishing common definitions for digital learning terms has been an ongoing challenge spanning many years. Over the past two years, our research in this area has led to the development of a set of common definitions for which there is a high level of consensus.
- Growth in hybrid and online course offerings is expected over the next 24 months; however, there are indications that learning modality preferences vary by type of student.
- Professional development for faculty before teaching online is widely available but primarily voluntary.
- Online and hybrid course offerings improve accessibility for some learners but create barriers for others, and the same holds true for in-person course offerings. More work is needed to improve equity, diversity, and inclusion (EDI) practices in all learning modalities at post-secondary institutions.



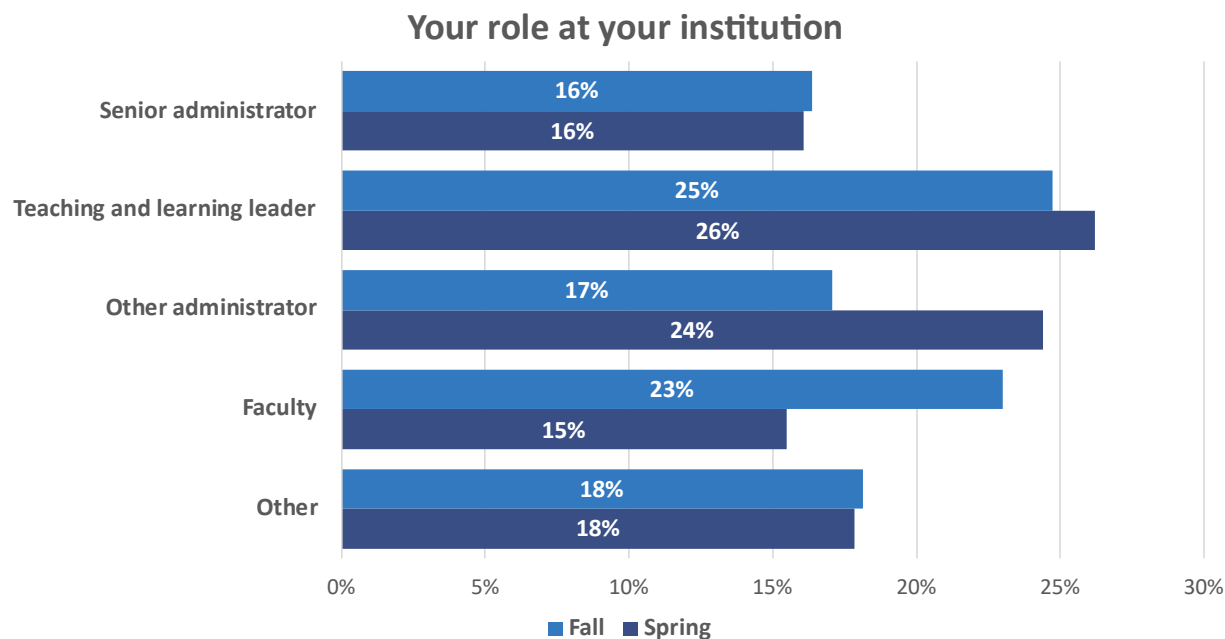
INTRODUCTION

The Canadian Digital Learning Research Association (CDLRA) conducts annual pan-Canadian research studies to advance knowledge about digital learning strategies, policies, and practices at post-secondary institutions across the country to improve the system. This report brings together the findings from the CDLRA's research initiatives in 2022.

Two surveys informed the writing of the 2022 National Report: the *2022 Spring National Survey of Online and Digital Learning* (open from May 17 through June 30, 2022) and the *2022 Fall National Survey of Online and Digital Learning* (open from September 27 through October 28, 2022). More information is available in the methodology section of this report.

In previous years, the CDLRA gathered a single survey response from each participating institution. In 2022, however, we changed our approach. We began gathering multiple responses per institution to understand better the perspectives of individuals in different roles (e.g., senior administrators, teaching and learning leaders, deans and directors, and faculty). This approach has enabled us to explore perspectives by position to better capture perspectives from individuals with various identities and cultural perspectives.

The following chart shows the different roles held by survey respondents.





The CDLRA's 2022 surveys investigated critical issues related to digital learning that are relevant to Canadian post-secondary institutions as they reflect upon the impact of the pandemic and plan for the future.

The surveys gathered data on the following topics, which are presented in this report:

- Categorizing course offerings by learning mode
- Pandemic challenges
- Anticipated trends in online and hybrid learning
- Student preferences
- Teaching with technology
- Equity, diversity, and inclusion (EDI)

The report closes with a discussion of these findings and their implications.





CATEGORIZING COURSE OFFERINGS BY LEARNING MODE

Since the CDLRA began conducting its surveys in 2017, one of the critical barriers to measuring online and hybrid learning across the country is the lack of common definitions for these terms.

Past work on definitions has mostly focused on how terms related to online and hybrid learning should be used (and understood) from a theoretical perspective. The CDLRA's work on definitions focuses on how these terms are commonly used and understood in day-to-day practices.

In 2021, the CDLRA asked Canadian post-secondary institutions to share their definitions for key terms related to digital learning. The CDLRA shared the findings in the following report:

Johnson, N. (2021). Evolving definitions in digital learning: A national framework for categorizing commonly used terms. *Canadian Digital Learning Research Association*.
<http://www.cdlra-acrfl.ca/2021-cdlra-definitions-report/>

In 2022, the CDLRA built upon our previous work and developed a proposed set of common definitions, which we tested through two research studies: the CDLRA's 2022 Spring National Survey and a USA-focused survey. The USA-focused definitions survey was sponsored by WCET and conducted by Bay View Analytics. Other partners on the project were the Online Learning Consortium (OLC), Quality Matters (QM), and the University Professionals and Continuing Education Association (UPCEA).

Detailed findings from the USA study on definitions are reported in the following journal article:

Johnson, N., Seaman, J., & Poulin, R. (2022). Defining different modes of learning: Resolving confusion and contention through consensus. *Online Learning*, 26(3), 91-110.
<https://olj.onlinelearningconsortium.org/index.php/olj/article/view/3565/1193>



Both the CDLRA and the USA-focused study showed a high level of agreement with the survey definitions, which has led the CDLRA to recommend the adoption of these definitions at Canadian institutions.

ONLINE LEARNING means all instruction and interaction is fully online (synchronous or asynchronous)
HYBRID LEARNING means a blend of online and in-person instruction (online instruction is synchronous or asynchronous)
HYFLEX LEARNING means instruction is available online and in-person and students can move between online and in-person
IN-PERSON LEARNING means all instruction takes place in an in-person setting
SYNCHRONOUS LEARNING means instruction takes place in real-time and requires student presence
ASYNCHRONOUS LEARNING means instruction is available for students to access at a time that works best for them

More resources related to the CDLRA's work on definitions are available via the following links:

- https://www.bayviewanalytics.com/digital_learning_defintions.html
- <https://wcet.wiche.edu/practice/digital-learning-definitions/>

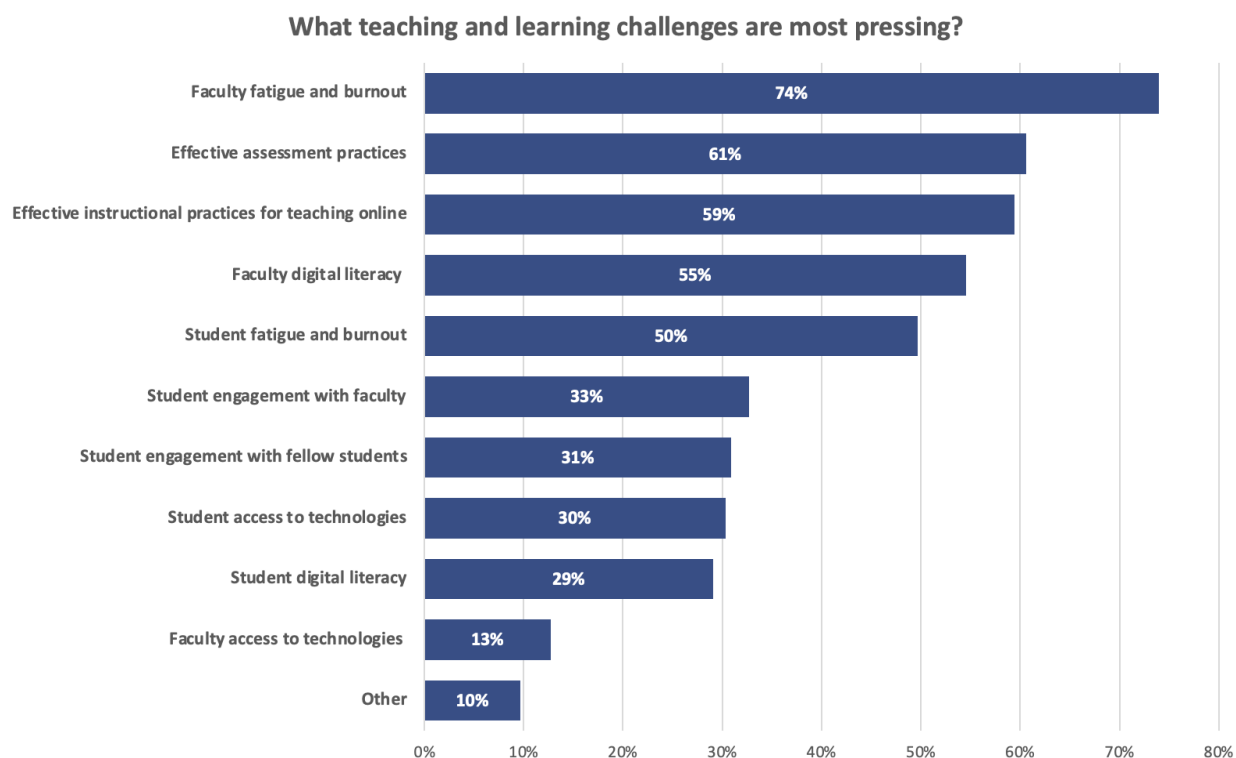




PANDEMIC CHALLENGES

Most institutions returned to offering in-person courses at the start of the 2021-22 academic year as provinces eased pandemic-related restrictions. To better understand the ongoing impact of the pandemic, the Spring 2022 survey asked all respondents to identify the most pressing challenges at their institution related to teaching and learning.

The findings showed that the top five challenges were faculty fatigue and burnout (74%), effective assessment practices (61%), effective teaching practices for teaching online (59%), faculty digital literacy (55%), and student fatigue and burnout (50%).



It is important to note that the top four challenges are faculty oriented and may be related to one another. For example, issues with faculty digital literacy may give rise to the challenges associated with effective teaching and assessment practices in online contexts. Faculty fatigue and burnout may be a by-product of faculty attempting to navigate new ways of teaching and assessing their students.



More research is needed to explore how faculty experiences with burnout relates to course delivery modes and technology integration in the classroom. Research is also needed to investigate whether there are demographic differences related to faculty burnout. For example, are there different underlying reasons for faculty burnout related to gender, ethnicity, disability, or employment status (e.g., adjunct versus permanent faculty)?





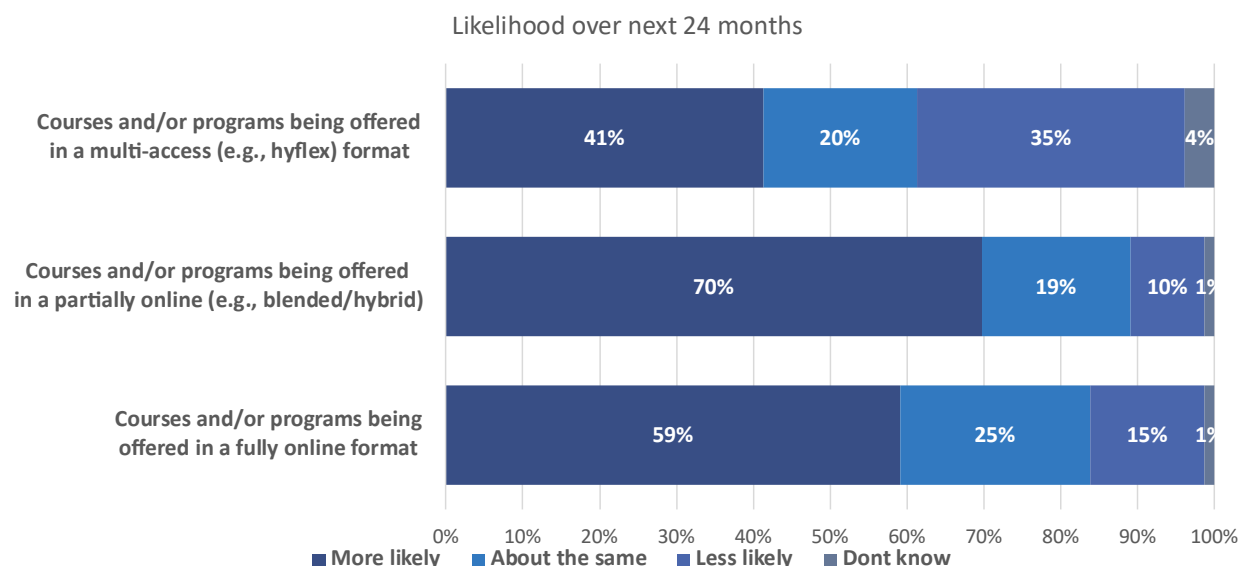
ANTICIPATED TRENDS IN ONLINE AND HYBRID LEARNING

Although a widespread return to in-person learning became possible in the 2021-22 academic year, the demand for other modes of course delivery has remained. The 2022 Spring Survey asked respondents where they expected growth and change at their institution over the next 24 months compared to their situation in May or June of 2022 (and not in comparison to the pre-pandemic landscape).

Course and Program Offerings

The findings from the 2022 Spring Survey showed that 70% of respondents expected an increase in hybrid offerings, and 59% expected an increase in online offerings over the next 24 months.

Regarding multi-access offerings (where students can choose whether to attend their course online or in-person on a day-to-day basis), responses were mixed: 41 respondents expected an increase in multi-access offerings, and 35% expected a decrease. The mixed findings may be due to the logistics and resource burden of offering a course or program that is delivered in an in-person and a synchronous online format simultaneously.

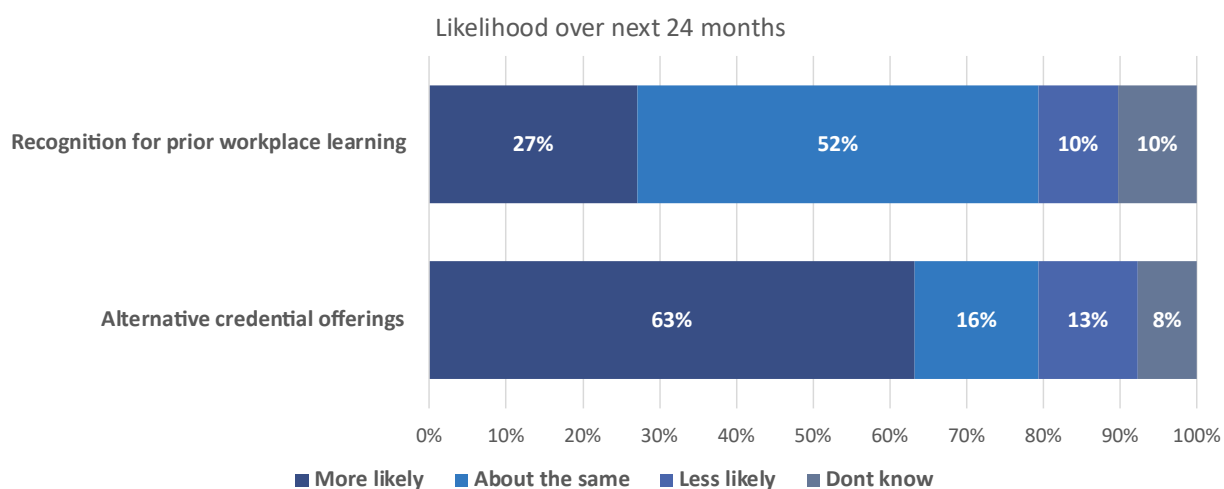




Credentialing

Alternative credential offerings such as microcredentials, badges, and stackable credits are another area where most respondents (63%) anticipated growth. This finding indicates that the demand for flexibility extends beyond modes of delivery and includes flexible pathways for obtaining credentials.

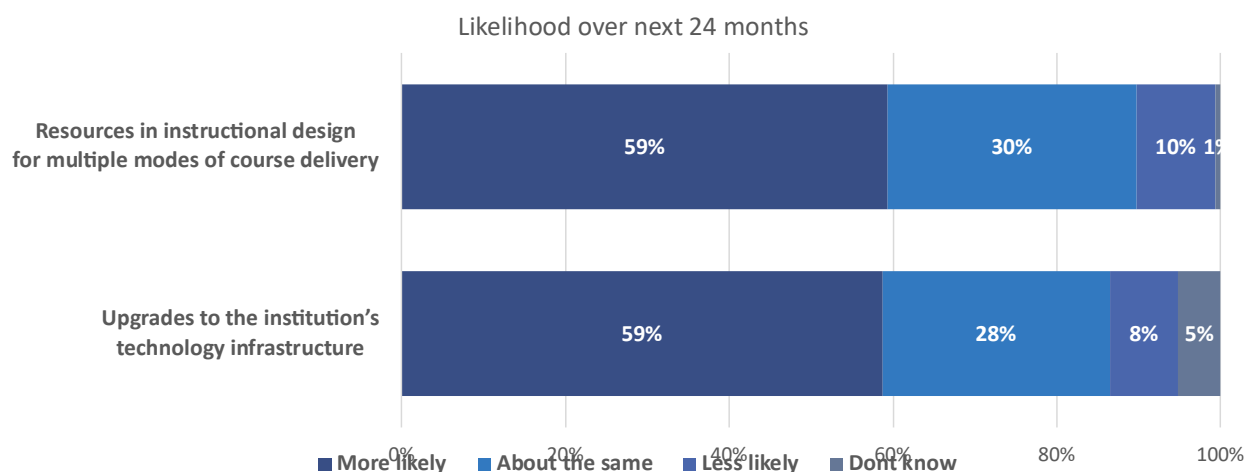
Respondents expected less growth in prior workplace learning: 27% anticipated growth, 52% expected no change, and 10% expected a decrease (an additional 10% selected "don't know").





Support for Technology Enhanced Learning

The survey also asked respondents about the likelihood of increasing support for technology-enhanced learning over the next 24 months. Respondents equally anticipated that they would see increased support in resources in instructional design for multiple modes of course delivery (59%) and upgrades to the institution's technology infrastructure (59%) over the next 24 months.



Tensions Related to Change

The 2022 Spring Survey also allowed respondents to leave open-ended comments to give context to their answers. These comments highlighted several areas of tension related to the expansion of technology use: infrastructure, institutional support, and funding.

The comments related to infrastructure mentioned institutional plans to change software programs and platforms and concerns about inadequate technology infrastructure to effectively support online and hybrid course delivery. Some respondents remarked that there was strong institutional support for technology-enhanced learning, while others expressed concern that their administration was decreasing the support needed to provide flexible offerings. Faculty resistance to teaching online and faculty digital literacy also appeared in the comments as barriers to growth. Respondents identified budget concerns and insufficient funding as additional limiting factors.



The following comments highlight these tensions:

“Our technology infrastructure is extremely dated, and this limits what staff/faculty can do effectively.”

“We have set goals to increase the quantity of online and blended courses across the institution. Along with this, we will be investing more heavily in quality assurance for online courses as well as providing new and alternative methods of (teaching and learning) support for our faculty.”

“Budgets are tight. Administrative preference is for face-to-face education with limited online options.”

“We are seeing a significant rush to take away any flexibility in delivery modes that was provided by the pandemic response, regardless of what students or faculty want, and limited interest in formalizing learning from the pandemic period.”

“We are heavy users of OER, and faculty engagement continues to rise. Senior leadership of tech infrastructure issues has increased the last few years, and I anticipate they will continue to support financial commitment to improvement in this area. This lack of infrastructure, along with faculty tech skills, limits our ability to move in the direction of hyflex or multi-modal learning. In addition, we prioritize consistent student learning experience, which is difficult to attain with current faculty delivery skills.”

“Budget cuts mean less money will be put towards updating anything.”

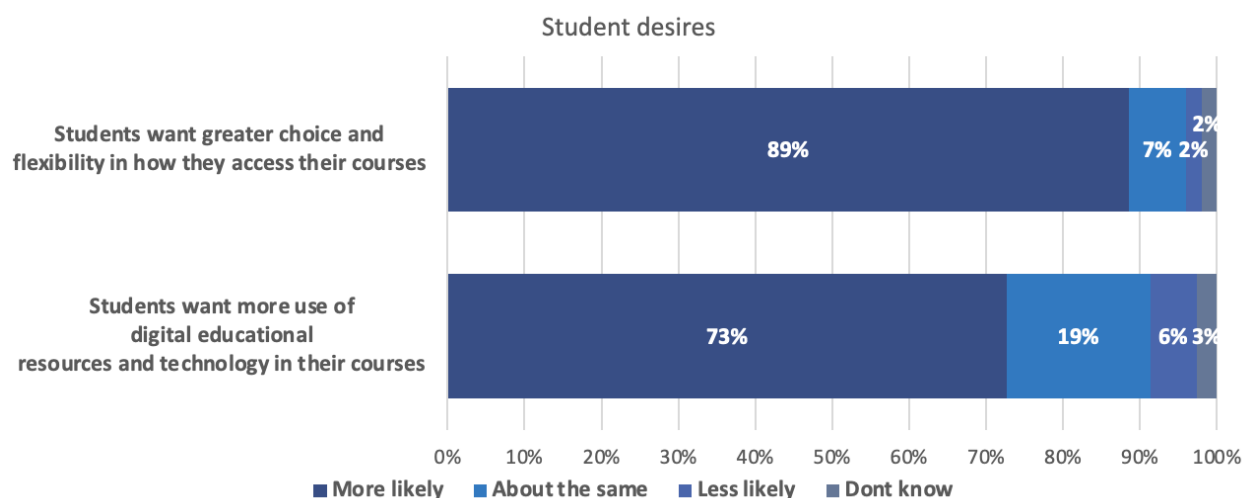
The findings related to anticipated trends clearly show that greater technology use is expected in the future, particularly with regard to flexible offerings such as hybrid courses and alternative credentials. At the same time, the comments left by respondents highlight that improvements to an institution’s technological infrastructure, funding, administrative support, and training to enhance faculty digital literacy are necessary for the success of these flexible offerings.



STUDENT PREFERENCES

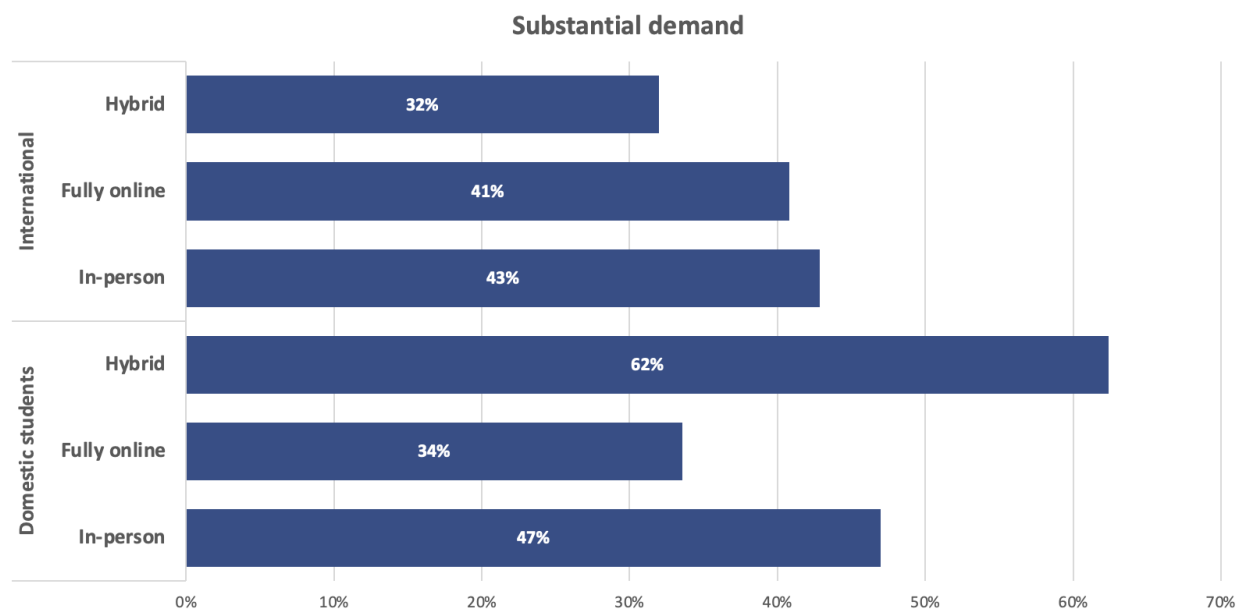
The 2022 Spring Survey asked respondents about student preferences at their institution related to course delivery modes and where the demand lies. We note that the findings do not directly reflect student perspectives; instead, these are the perceptions of administrators, teaching and learning leaders, and faculty (informed by student feedback and surveys conducted by their institutions).

The survey asked about the demand for flexible learning modes and the integration of different digital educational resources. The vast majority of respondents (89%) indicated that students want greater choice in how they access their courses. Nearly three-quarters of respondents (73%) also indicated that students want more use of digital educational resources and technology in their courses.

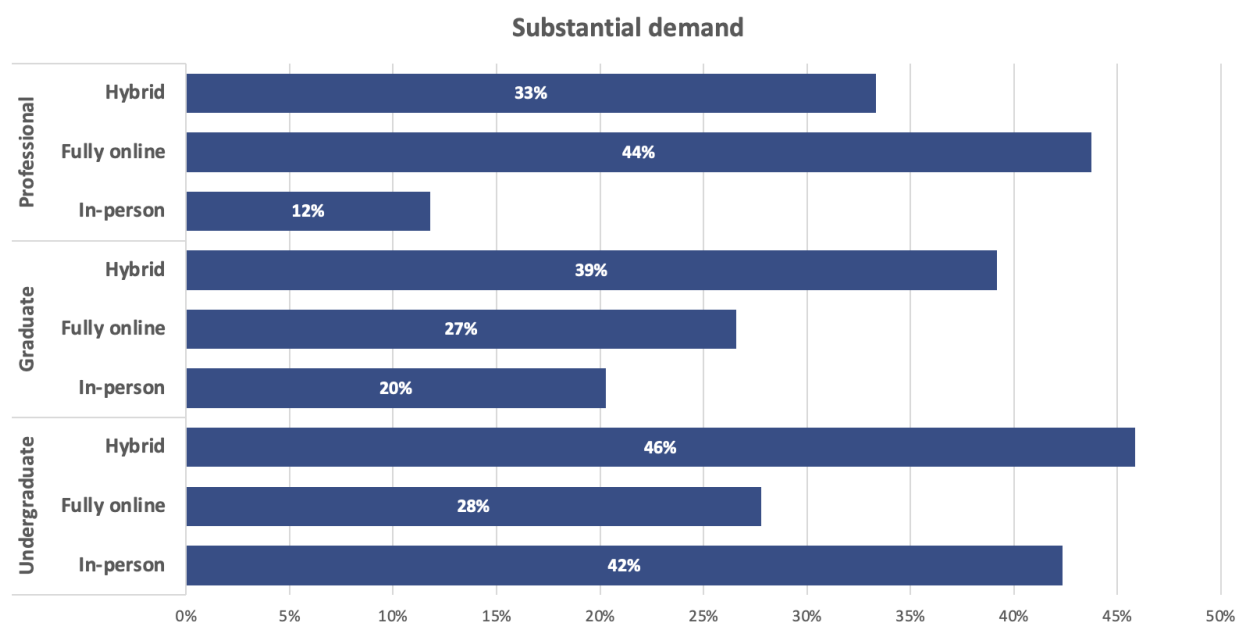


The survey also asked respondents to break down the demand for different learning modes by type of student.

Respondents perceived a similar demand among international and domestic students with fully online and in-person learning; however, there was a notable distinction in the perceived demand for hybrid learning. Respondents indicated that far more domestic students wanted hybrid options than international students, which may be explained by the common requirement that international students take a minimum number of in-person credit hours to be eligible for student visas.



The survey also asked respondents to indicate demand for different modes of course delivery based on whether the students were in undergraduate, graduate, or professional programs. Professional programs typically require past completion of an undergraduate degree and are focused on a career-specific credential (as opposed to a graduate degree). Respondents indicated that the highest demand for fully online courses was among professional students and the highest demand for in-person courses was among undergraduate students. Respondents also perceived hybrid learning as the most desired learning mode among graduate and undergraduate students.



Overall, the demand for online, hybrid, and in-person modes of delivery varies by student type, which is an important finding for strategic planning. Institutions may intentionally provide more or fewer options for learning in different delivery modes based on the students they serve (or hope to serve in the future).

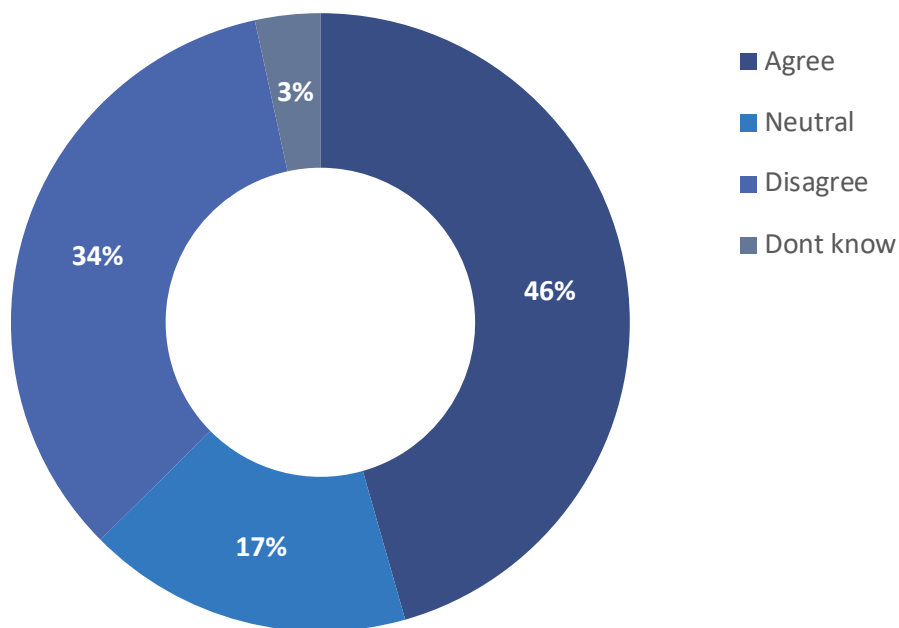
Note: *Although the findings do not directly represent student voices, many survey respondents hold a role within their institution where they are privy to the results of institutional student surveys. Over the years, CDLRA researchers and institutional leaders (particularly administrators and teaching and learning leaders) have engaged in many conversations about our surveys. The leaders with whom we have spoken have told us that their responses related to student perspectives are often informed by institutional student surveys rather than mere opinions. Thus, we have confidence that the findings related to students accurately reflect student desires and preferences. Open-ended comments and interviews conducted over the years have also helped us better understand some demographic differences; however, we acknowledge that more research is needed to amplify the voices of traditionally marginalized students. We also recognize that surveys are inherently colonial in nature, and Indigenous students, faculty, and institutions may not wish to participate. Work is needed to find more culturally appropriate ways to amplify Indigenous perspectives on post-secondary education.*



TEACHING WITH TECHNOLOGY

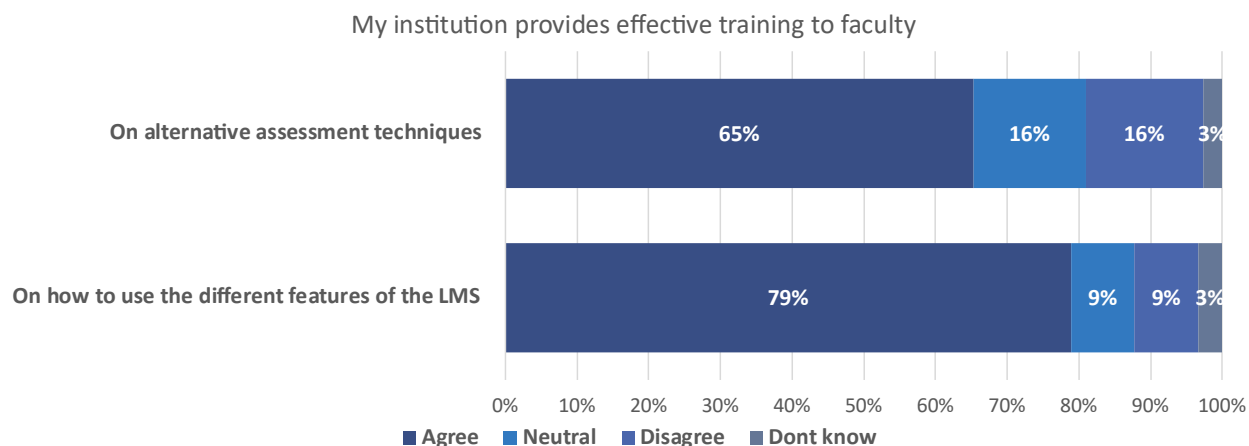
The 2022 Spring Survey asked respondents whether their institution provided funding and resources for faculty to use innovative technology in their courses. The responses were mixed: 46% of respondents agreed with this sentiment, 17% indicated neutrality, and 34% disagreed.

My institution provides funding and resources for faculty to use innovative technologies in their courses



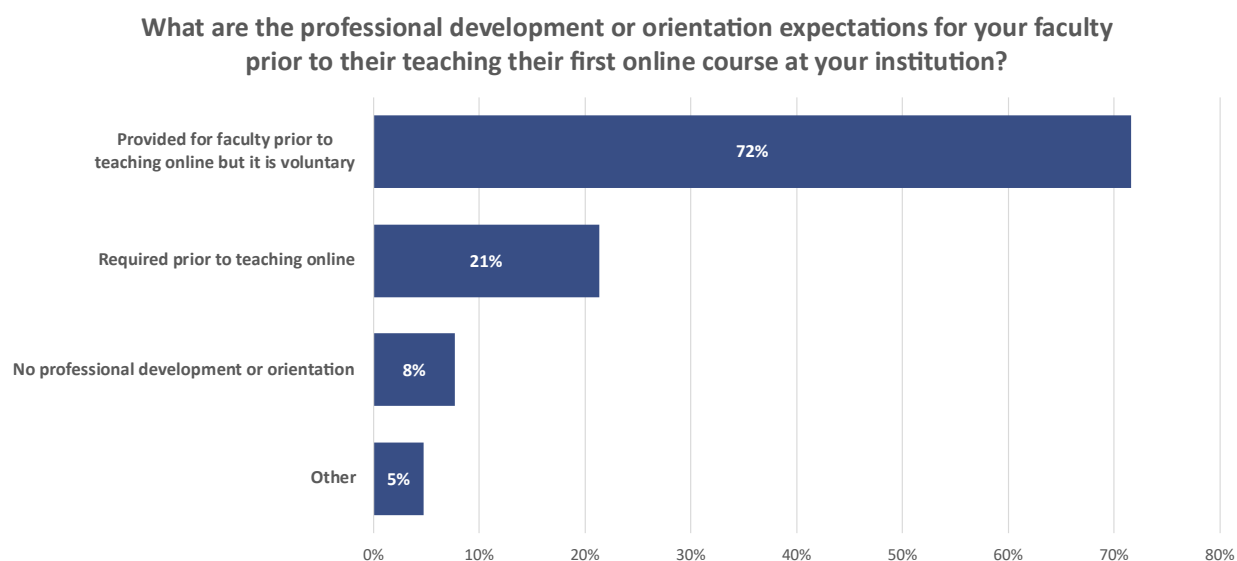


Furthermore, the Spring Survey asked respondents about the extent to which they felt their institution provided effective training related to learning management system (LMS) use and alternative assessment techniques (both of these have been significant issues throughout the pandemic). The majority of respondents agreed that their institutions provided training in these areas.





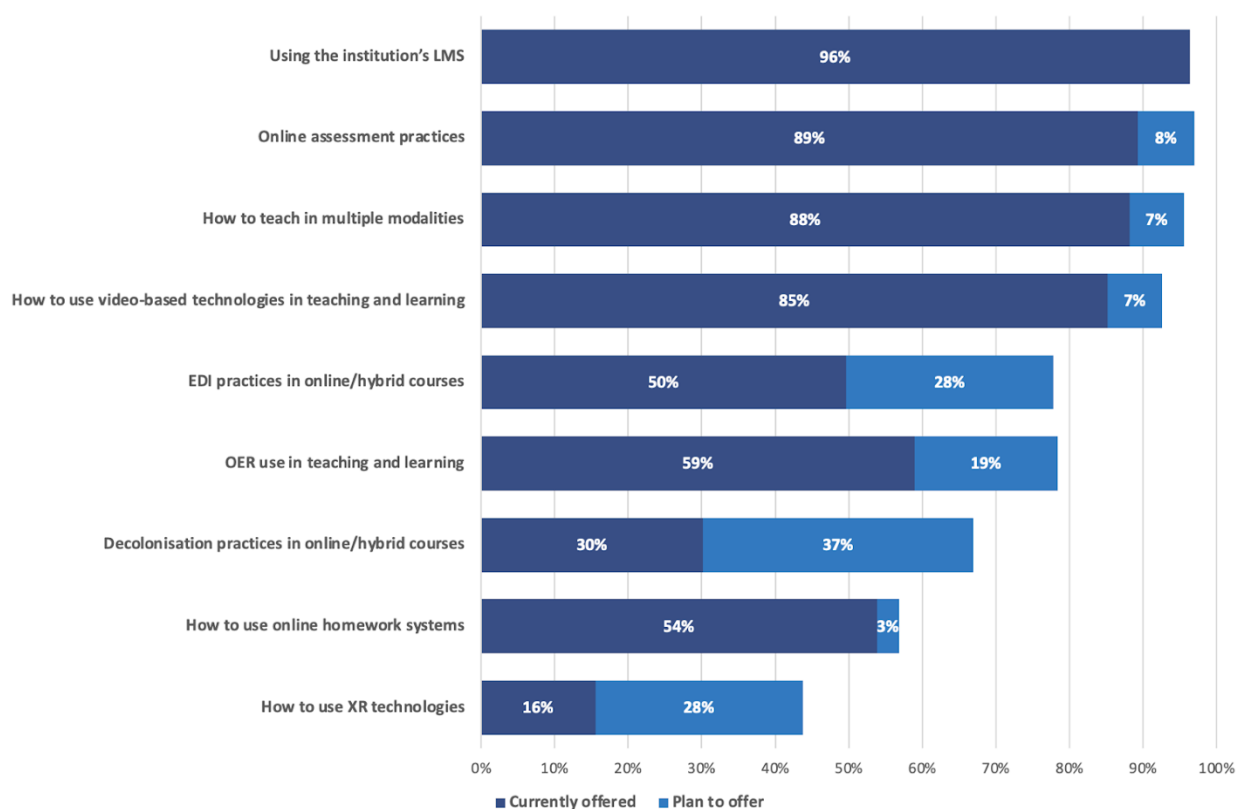
The 2022 Fall Survey built upon the findings from the Spring and asked respondents to identify the professional development requirements for faculty at their institution before teaching online for the first time. Most respondents (72%) answered that professional development was provided but was voluntary. A minority of respondents (21%) indicated that their institution required professional development before teaching online. Very few respondents (8%) noted that they had no professional development available at their institution to prepare faculty to teach online.





Lastly, the Fall Survey asked respondents to identify the different professional development topics related to digital learning provided by their institution. Most respondents answered that their institutions offered, or were planning to offer, professional development on most topics. According to respondents, the most commonly provided topics were using the institution's LMS, online assessment practices, teaching in multiple modalities, and using video-based technologies in teaching and learning.

My institution provides professional development on the following topics related to digital learning



While most respondents indicated that their institutions offer, or are planning to offer, professional development on various digital learning topics, it is essential to note that this professional development appears to be mostly voluntary. A lack of incentive or requirement to participate in these professional development opportunities may play a role in faculty digital literacy, which has been a noted concern.



EQUITY, DIVERSITY, AND INCLUSION (EDI)

Many post-secondary institutions have mission statements that describe a commitment to equity, diversity, and inclusion (EDI) frameworks and values; however, mission statements and subsequent efforts are only effective when institutions embrace their implementation. We also acknowledge the need to clarify better and operationalize the term "equity, diversity, and inclusion," as this term may hold meanings that vary among institutions and individuals. In this section, we refer to EDI in a broad, general sense that encompasses the range of initiatives and supports in place at Canadian post-secondary institutions based on respondents' interpretations of the term.

Spring 2022:

The 2022 Spring Survey invited respondents to elaborate on two open-ended questions that explored how online and hybrid learning supported EDI practices:

- In what ways, if any, has online and/or hybrid learning supported EDI practices at your institutions?
- In what ways, if any, has online and/or hybrid learning presented EDI-related challenges?

The collective findings from these two questions highlighted a paradox: whereas online and hybrid learning options make learning more accessible for some, they also create barriers for others. Conversely, the same holds for in-person learning – it creates benefits or barriers depending on the learner's circumstances.

For example, some respondents noted that online and hybrid learning supports EDI by increasing general accessibility for students:

"More students get access to learning spaces and content thanks to technology."

"I believe the online/hybrid format has increased accessibility for some people. For example, pre-recorded lectures with captions can allow students to rewatch content multiple times (benefits those with learning differences, ESL students etc.)."



Other respondents also commented that online and hybrid learning offers increased accessibility to students with disabilities or exceptional circumstances through the use of digital accessibility tools:

"The use of captioning and transcribing technologies has allowed all learners to receive instruction/communications both in video/audio and print format. Moving to virtual learning has heightened the availability and use of accessibility tools (within the LMS and other apps/tools)."

"It has increased access for students with disabilities; lecture recordings, open book exams with longer timelines eliminated most of the accommodation requests for our access centre. The flexible/hybrid classes or online versions allowed our regional students much greater access to courses. It also alleviated concerns if the student (or family member) got sick and did not know anyone in the class to 'get notes from.'"

"We know that many students are being excluded from the 'traditional' model of face-to-face course delivery during weekdays, because of employment or family responsibilities. We know Indigenous students frequently need to return to communities for cultural events. These are two simple ways in which digital learning supports EDI."

"The opportunity to connect with other students on forums/in an online setting can also be more inclusive to those who are hesitant to speak up in front of colleagues (e.g., need more time to formulate answers; are quiet in a big group; have social anxiety). The online/hybrid format can also be VERY beneficial for those with disabilities who may have challenges getting to class each day (e.g., chronic fatigue)."

"Online learning has made courses more accessible for certain categories of students with special needs (for example, with disabilities) or seeking a better balance between studies, family and work (for example, parent students or advanced students already working full-time)."

"Our online and flexible delivery model provides access to post-secondary education to learners who would otherwise be excluded. This includes learners with health issues; learners with disabilities; learners in remote communities; learners with work and/or family commitments; marginalized learners, and Indigenous learners, among others. As a leader in inclusion, our university enables learners from underserved populations, those from Indigenous ancestry, those who by choice or through life circumstances cannot attend a place-based university, and those attending place-based post-secondaries who crave increased flexibility and control."



Although online, hybrid, and technology-enhanced learning options benefit some students, survey respondents also noted that the technologies used in online and hybrid learning might hinder accessibility and equity. In particular, respondents highlighted challenges related to Internet access and suitable technologies to support accommodations for students with specific disabilities.

"Online does not work well for remote or rural communities where bandwidth is a problem. We had to defer a rural program because of the lack of bandwidth. This was the only deferred program in the institution. Similar problems exist for lower-income students who cannot afford high-speed internet or appropriate hardware."

"Technology barriers - having a computer, having Internet access because various First Nations areas do not have access to the Internet as robust as it could be, or remote areas of the province are not with appropriate access to both internet and computer technology."

"Distance learning can sometimes complicate things for people with certain disabilities (e.g., visual or hearing). For example, we had to caption a lot of educational resources in a hurry."

"These same videos, which are appreciated and desired by many, become more difficult to use for many students since the reading tools do not allow them to benefit from these advantages (e.g., blind students)."

"Students registered with the accessibility centre did not have access to all accommodations in the online or hybrid environment and required more support and services. Students need faculty to use common platforms, OER and accessible (UDL) technologies."



Several respondents also noted that some assessment tools, such as online proctoring systems, created problems for students.

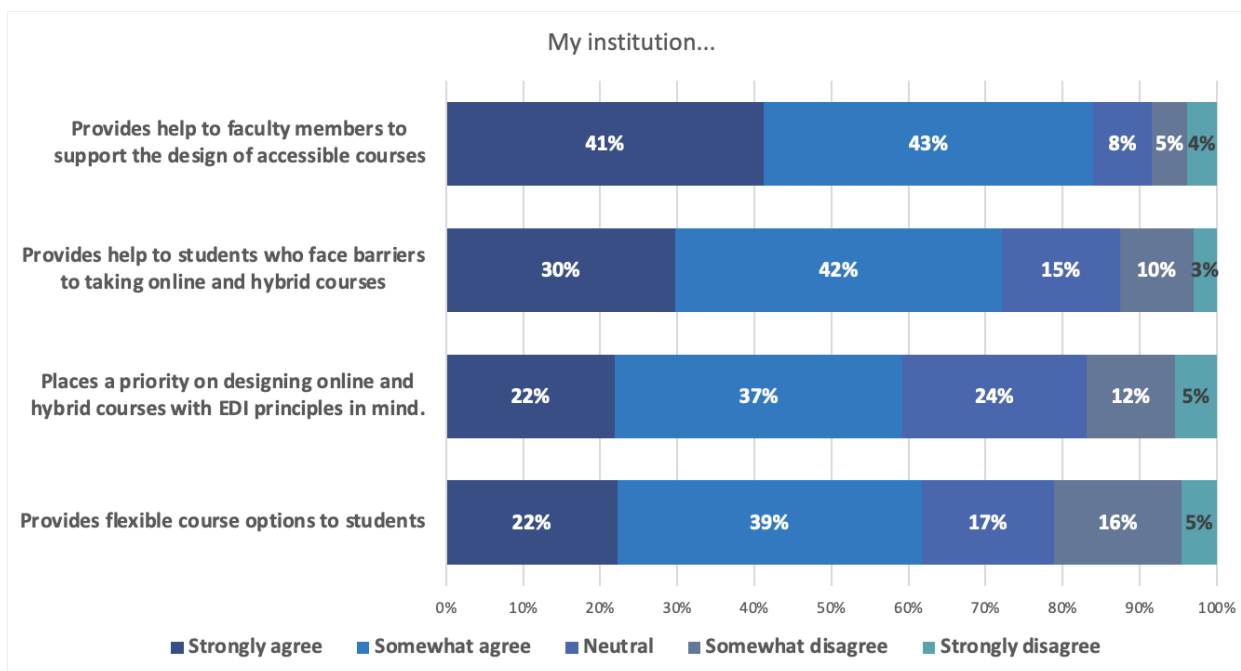
"Often instructors try to mimic on-campus classroom teaching in the design and delivery of their virtual courses, which has led to an over-zealousness with regards to surveillance technologies (proctoring for example) and other issues. I feel in some ways, instructors trying to replicate their old ways of teaching are struggling with a lack of control, resulting in worse relationship-building with students. Racialized and other marginalized groups tend to also be disproportionately impacted by these technologies."

"Our institution deliberately chose NOT to use digital proctoring software because of the inequities experienced by users."

Fall 2022:

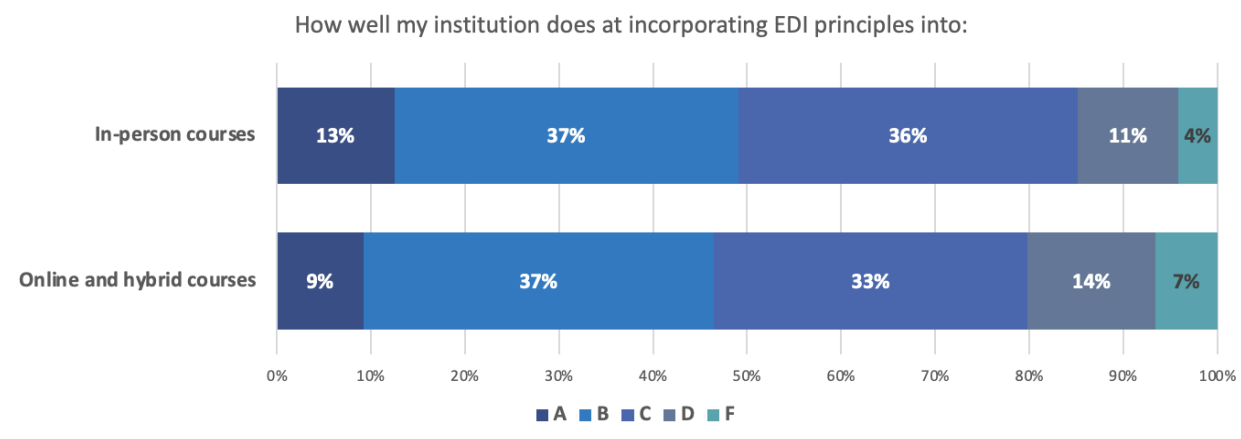
Building upon the responses from the Spring Survey, the Fall Survey asked several questions to explore the intersection of EDI and digital learning at post-secondary institutions. The purpose of these questions was to gain an initial sense of what types of supports are used to facilitate EDI within various digital learning experiences.

Most respondents (84%) agreed to some extent that support was available to help faculty members design accessible courses. The majority (72%) also agreed that their institution provides help to students who face barriers to taking online and hybrid courses. Just over half of respondents indicated that their institution prioritizes designing online and hybrid courses with EDI principles in mind (59%) and provides flexible course options to students (61%).



Additionally, the survey asked respondents to provide a letter grade on how well they felt their institution incorporated EDI principles into in-person and online or hybrid courses.

Regardless of modality, most responses gave their institution either a "B" or a "C" letter grade for incorporating EDI principles into their courses. Only 13% of respondents gave their institution an "A" for in-person courses, and 9% gave an "A" for online or hybrid courses. Similarly, few respondents gave their institution a failing (F) or near-failing (D) grade.





DISCUSSION AND CONCLUSION

The findings from the 2022 Spring and Fall Surveys indicate a changing landscape. The COVID-19 pandemic appears to be shaping many facets of post-secondary education in Canada, most notably an increased desire for flexible learning opportunities. When considering the collective results of this year's surveys, three key findings emerge:

1. There are tensions related to technological innovation
2. Strong supports are needed to effectively deliver technology-enhanced learning experiences (including online and hybrid modalities).
3. Flexibility, technology use, and accessibility should be front of mind for institutions as they plan for the future.

Tensions Related to Innovation:

With an overwhelming majority of respondents indicating that students want greater choice and flexibility in how they access courses and more use of digital educational resources and technology in their courses, the demand for online and hybrid options (particularly hybrid options) is apparent. Yet, alongside the demand for flexibility are tensions related to implementing digital learning experiences. For example, less than half of respondents felt their institution provided sufficient funding and support for faculty to use innovative technologies in their courses. However, the findings from the 2022 surveys also indicate that any technological supports for a course must be easily accessible to students, which may limit the extent of innovation to keep the learning experience equitable. Concerns surrounding faculty burnout and digital literacy are pressing; these issues may need to be addressed before investing heavily in innovative technologies. At the same time, what constitutes innovation may vary drastically from one institution (or one institutional department) to another. We know from the 2022 findings that respondents expect online and hybrid learning growth over the next two years. For some institutions, the mere act of planning for the long-term implementation of digital learning (whether it be technology integration into on-campus learning experiences or the expansion of online or hybrid learning) is innovative, especially if they did not have many (if any) online or hybrid offerings pre-pandemic. Further research is needed to explore the interplay of these tensions in more depth.



Support for Digital Learning:

Increasing online and hybrid learning opportunities requires substantial support to ensure quality, student engagement, and accessibility. The findings related to faculty digital literacy indicate a need for further professional development related to digital learning. Faculty fatigue and burnout must also be recognized when developing professional development opportunities and requirements. Although professional development for teaching with technology is crucial for successfully implementing digital learning initiatives, it must be designed and delivered so that faculty do not feel overburdened by the experience.

It is also important to note that despite the demand for flexible learning, respondents expected less growth with multi-access course offerings (e.g., hyflex learning) compared to hybrid and online offerings. Since multi-access courses afford high flexibility and focus on accommodating student preferences, one must consider why the growth of this modality may be limited. The logistics of delivering multi-access courses are more complex than other modalities as the instructor must simultaneously teach to students in the room and online (and ensure the content provided to students who participate asynchronously is equally valuable and engaging. Ultimately, the success of multi-access learning is contingent upon administrative support, funding, stable technological infrastructure, and instructors with experience with the technologies and teaching strategies required to effectively these deliver courses. All these factors are mentioned multiple times by different respondents throughout the 2022 surveys as being critical to the success of any digital learning initiative.

Flexibility, Technology, and Accessibility:

The results from the 2022 surveys show that different students have different learning preferences and needs. We recommend undertaking additional research to explore the intersection between student demographics and learning modality preferences in more depth. The paradox that each mode of learning removes barriers for some and creates barriers for others highlights the importance of offering programs and courses in multiple modalities (if not at the institutional level, then across the system). Ideally, leveraging technologies and tools to make a learning opportunity accessible to the greatest number of students is essential to foster an environment that aligns with EDI principles.



Concluding Thoughts:

The return to in-person learning over the past year has highlighted the ongoing impact of the pandemic on the post-secondary education system. It is no longer sufficient to rely solely on pre-pandemic teaching methods; educators are now expected to be proficient in newer learning technologies, especially in institutions that are exploring different course delivery options. As post-secondary education in Canada continues to evolve over the next few years, we present the following question for consideration: how do we (administrators, teaching and learning leaders, faculty, digital learning advocates, and policymakers) help mitigate the challenges associated with implementing greater technology use teaching and learning (including the expansion of course offerings in online and hybrid modalities)?





METHODOLOGY

Information for this report comes from the 2022 National Surveys of Online and Digital Learning conducted in Spring and Fall. The CDLRA research team surveyed participants from post-secondary institutions across Canada from May 17 through June 30, 2022 (Spring National Survey) and from September 27 through October 28, 2022 (Fall National Survey).

The universe of interest for the 2022 Spring National Survey consists of all post-secondary institutions in Canada. The CDLRA maintains a roster, which is an email list of key contacts at publicly-funded post-secondary institutions in Canada.

The 2022 roster includes:

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

Additionally, CDLRA sponsors and partners shared the Fall and Spring survey links with their networks, which reached institutions beyond the CDLRA roster, including private post-secondary institutions and Indigenous Institutes. Responses from any Canadian post-secondary institution were included in the results.

The CDLRA research team designed the questionnaires based on prior CDLRA surveys from 2017 to 2021. The findings from the Spring 2022 survey also informed the questions posed in the Fall 2022 survey. Potential respondents on the roster received an email invitation to participate in the National Survey. Each survey invitation included a link to the online survey form. The outreach email and questionnaire content were identical in both the English and French versions. The survey invitation was also shared by CDLRA's sponsors and partners to their respective networks.



2022 Spring Survey

The survey included twelve questions, one of which was displayed only if the respondent was a senior administrator and one which was displayed only for teaching and learning leaders. Several questions had a potential follow-up, which were only displayed if the respondent made specific choices to the primary question. The survey also included three optional open-ended questions, where respondents were invited to provide an in-depth response.

The Spring survey received responses from 169 individuals, representing 91 different institutions across Canada.

2022 Fall Survey

The Fall survey included twelve topic-specific questions plus several demographic questions (e.g., name of institution, role of respondent, permission to quote responses, etc.). Three of the topic-specific questions were displayed only for faculty, and two were only displayed to academic administrators. All multiple-choice questions included an “Other” write-in option where the respondent could enter their own choice. The survey also included one optional open-ended question, where respondents were invited to provide an in-depth response.

The Fall survey received responses from 287 individuals, representing 141 different Canadian institutions.

The combined responses from the Spring and Fall rounds of the survey had 456 total individuals representing 163 institutions.



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