

# 2018 National Survey of Online and Digital Learning

Global Online Learning Summit

October 17, 2018

# Overview

- Background
- National Survey team
- Main results
- Discussion

# Background



- Babson and IPEDs data in the USA
- 2017 National Survey
- Canadian Survey team + Babson + WCET
- Funding & Support: \$200K eCampusOntario, Campus Manitoba, BCcampus, Contact North, OCAS, Pearson Canada, Quebec institutions
- Other organizations include: CICan, Universities Canada, Canadian Virtual University,



# 2018 National Survey Team

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**Dr. Jeff Seaman**

Babson Survey Research  
Group, Logistics & USA  
comparison

**Russ Poulin**

WCET, Definitions & USA  
comparison

# 2018 Reports: Early December

- **Full Technical Report**
- **Public Report**
- **Regional: Western Canada, Ontario, Quebec, Maritimes, North/Arctic**
- **Open Data to OCAS**
- **Slides available:**

<https://onlinelearningsurveycanada.ca/>

<https://formationenlignecanada.ca/>

# Goals of the Survey

- Increase and improve response rate
- Better enrolment data
- Improve Francophone response
- Obtain new information
- Track trends over time



# Expanded Roster of Institutions

- # of changes in universities and colleges
- Inclusion of private-subsidized colleges Quebec
- Represents **90%** of all **students** in publicly funded, post-secondary for credit education

	2017	2018
Universities	<b>72</b>	<b>82</b>
Colleges outside Québec	<b>81</b>	<b>80</b>
CEGEPs	<b>50</b>	<b>51</b>
Private subsidised	<b>0</b>	<b>21</b>
Québec colleges	<b>50</b>	<b>72</b>
Total	<b>203</b>	<b>234</b>

# Thank you for responding!

- Roster development
- Preliminary Survey
- **80%** response rate

Province	Responded	No response	Total	% Response
Alberta	<b>17</b>	4	21	<b>81%</b>
British Columbia	<b>21</b>	5	26	<b>81%</b>
Manitoba	<b>8</b>	1	9	<b>89%</b>
New Brunswick	<b>5</b>	3	8	<b>63%</b>
Newfoundland & Lab.	<b>2</b>	0	2	<b>100%</b>
Northwest Territories	<b>2</b>	0	2	<b>100%</b>
Nova Scotia	<b>10</b>	3	11	<b>91%</b>
Nunavut	<b>0</b>	1	1	<b>0%</b>
Ontario	<b>46</b>	2	48	<b>96%</b>
Prince Edward Island	<b>3</b>	0	3	<b>100%</b>
Québec	<b>66</b>	26	91	<b>73%</b>
Saskatchewan	<b>6</b>	6	12	<b>50%</b>
Yukon	<b>1</b>	1	1	<b>100%</b>
<b>Total</b>	<b>187</b>	47	234	<b>80%</b>



# Much improved data

<b>Fall 2017</b>	
<b>Individual students taking at least one online course</b>	<b>Total # of individual students enrolled</b>
<b>Student course registrations</b>	<b>Total # of student course registrations</b>

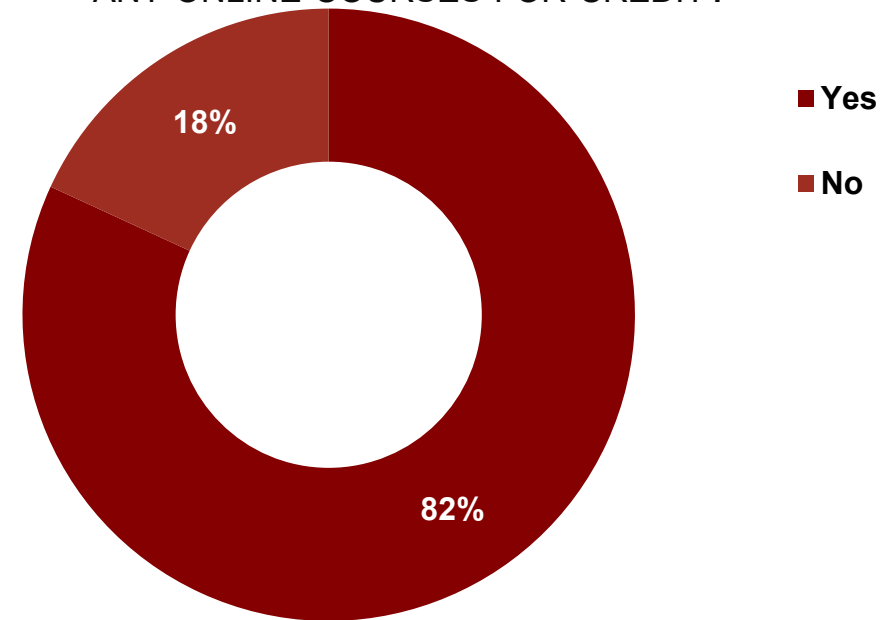
<b>2016-2017 Academic Year</b>	
<b>Student course registrations in online courses</b>	<b>Total # student course registrations</b>

**Majority** of Canadian Publicly-funded  
Post-secondary institutions  
**very strongly endorse &**  
**believe online learning** is a  
**critical** part of their offerings

# Online Education

- Full roster: 234 institutions
- **82%** offer online for credit
- Approx **9-10%** of all courses in Canada are fully online

DOES YOUR INSTITUTION CURRENTLY OFFER ANY ONLINE COURSES FOR CREDIT?

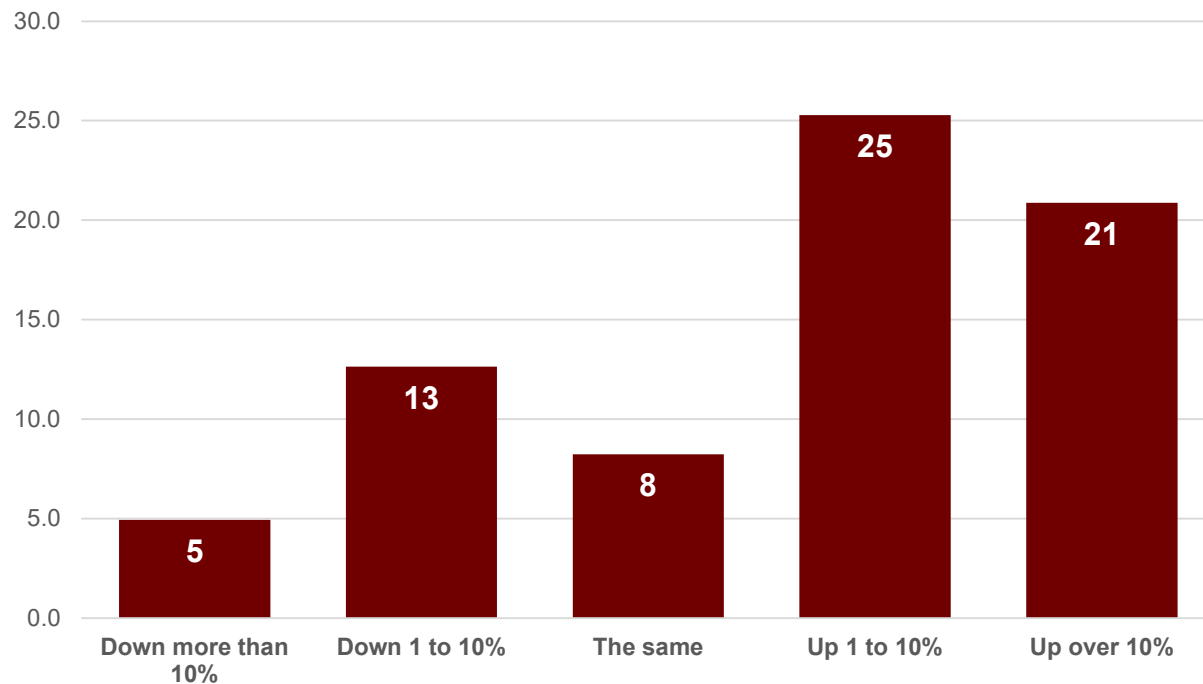


# Online Enrollments

- More than **1.5 million** (fully online) credit course registrations in 2016-17
  - <10% all credit-based
- At least one online course: 350,000 students
  - *at least* **17%** of the for-credit student population
- United States: *at least* **30%**

# Online Registrations - On the Rise

How do this year's online course registrations compare to last year's?

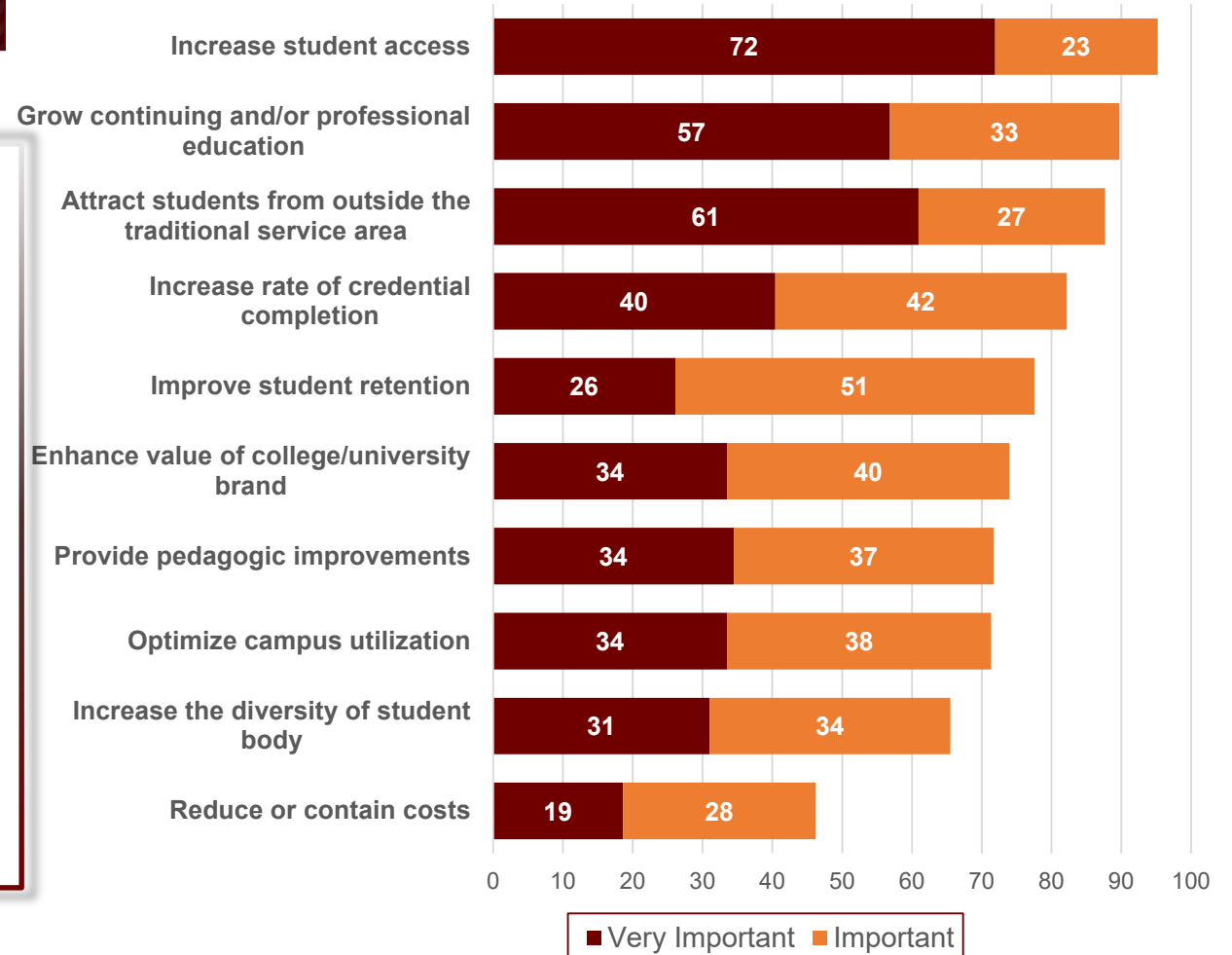


- **46%** identified an **increase** in online course registrations **over last year**
- **51%** anticipate an **increase** in **next year's** online course registrations

# Strategically Important

- Increase access and opportunities
- Enrollment growth opportunities
- Increased credential completion

Online education is strategically important



# Technologies

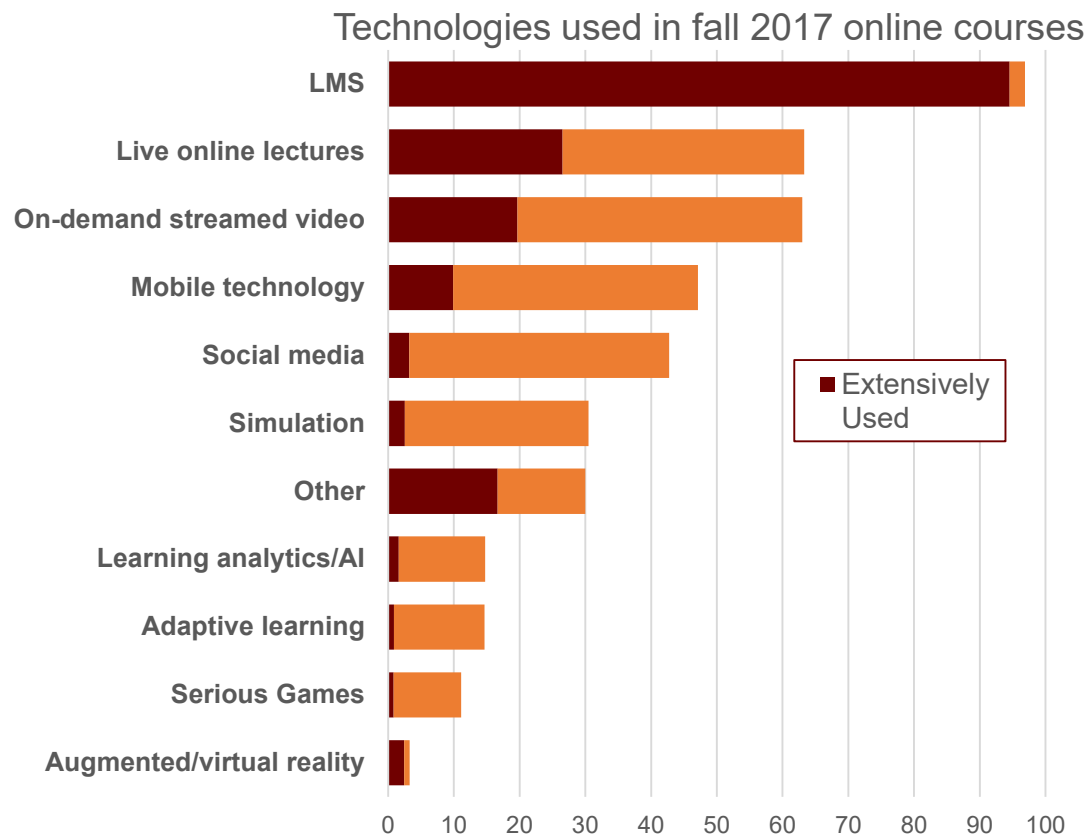
○ **63%** on-demand, streamed video

○ **63%** live online lecture

○ **47%** mobile technology

○ **43%** social media

○ **<1%** augmented/virtual



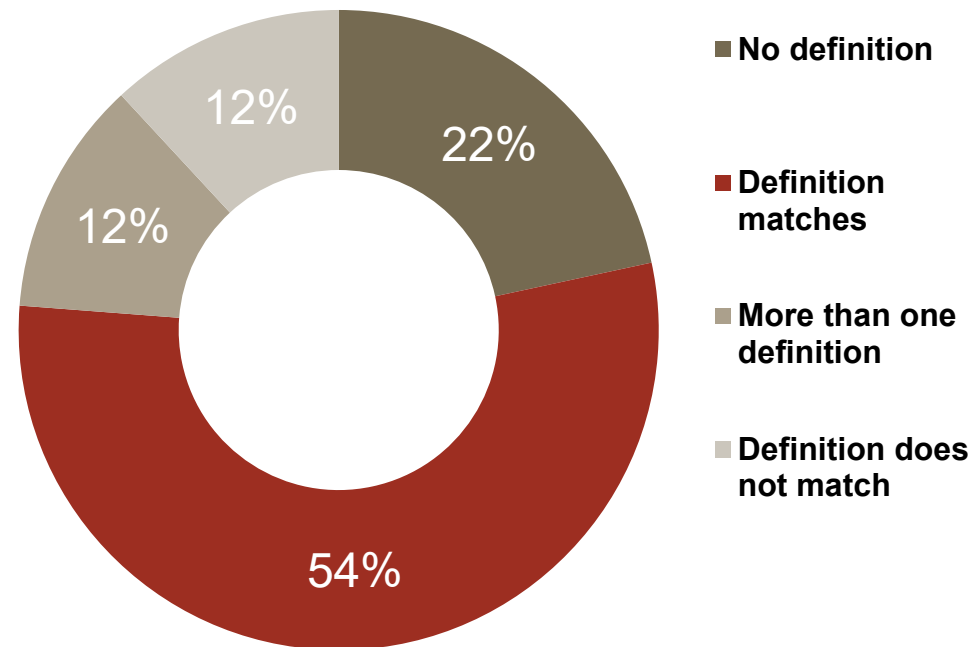
# Defining key terms

- **Distance Education**
- **Online**
- **Blended/Hybrid**

## Distance education course:

are those where **no classes** are held **on campus** – **all instruction** is conducted at a **distance**.

DOES YOUR INSTITUTION'S DISTANCE  
EDUCATION DEFINITION MATCH THE ONE  
ABOVE?





# 65% Match Online

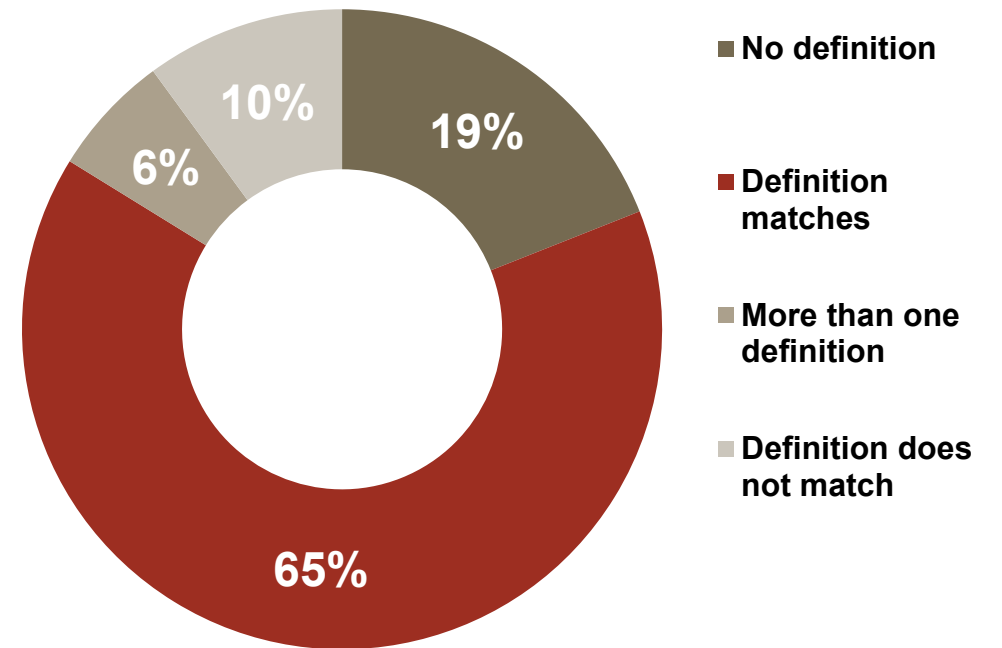
## Online Course:

A form of distance education where the **primary delivery mechanism is via the internet**.

These could be delivered **synchronously** or **asynchronously**.

All instruction is conducted at a distance.

DOES YOUR INSTITUTION'S ONLINE EDUCATION DEFINITION MATCH THE ONE ABOVE?



# 59% Agreement Blended/Hybrid

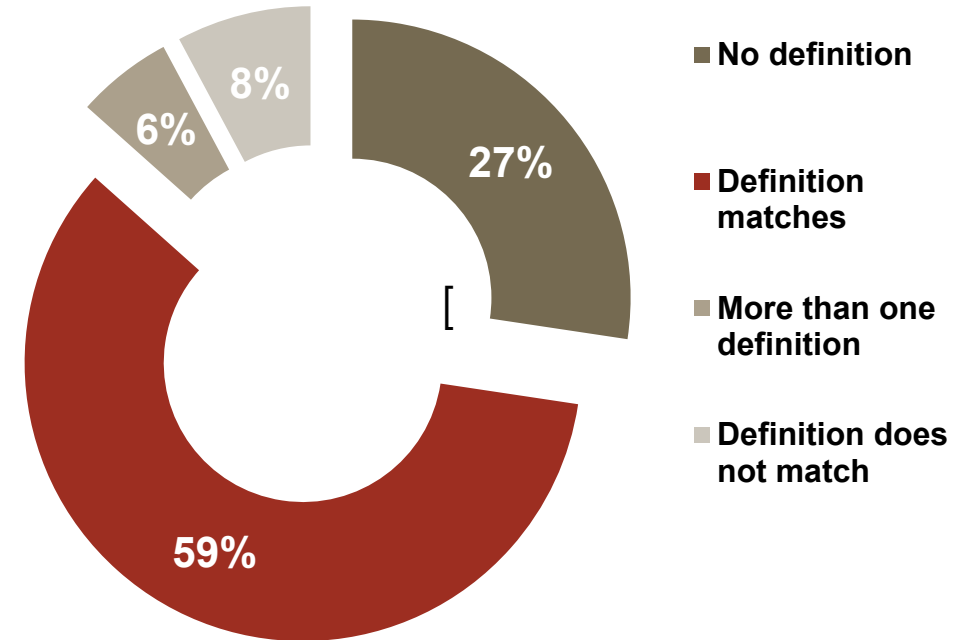
## ○ Blended/Hybrid course

These are courses **designed to combine** both **online** and **face-to-face teaching** in any combination.)

For the purposes of this questionnaire, we are interested in those courses

**where some**, but not all, of the face-to-face teaching **has been replaced** by online study.

DOES YOUR INSTITUTION'S BLENDED/HYBRID  
EDUCATION DEFINITION MATCH THE ONE  
ABOVE?



# Defining key terms

<b>Response</b>	<b>Distance Education</b>	<b>Online courses</b>	<b>Blended/hybrid</b>
<b>Our definition matches the one listed</b>	<b>54%</b>	<b>65%</b>	<b>59%</b>
<b>We have more than one definition in use</b>	<b>12%</b>	<b>6%</b>	<b>8%</b>
<b>Our definition does not match the one listed</b>	<b>12%</b>	<b>10%</b>	<b>8%</b>
<b>We don't have a definition</b>	<b>22%</b>	<b>19%</b>	<b>27%</b>
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Total responding to question</b>	<b>185</b>	<b>183</b>	<b>184</b>

# OER Key Findings



- 100 institutions responded or 54% of respondents
- Open Education Practice (OEP) and training for faculty: **early stages** of **adoption**
- Varies by province – **BC** and **Ontario highest emergent interest** in OER/OEP
- **53%** using Open Textbooks – used in distance, online and blended/hybrid courses

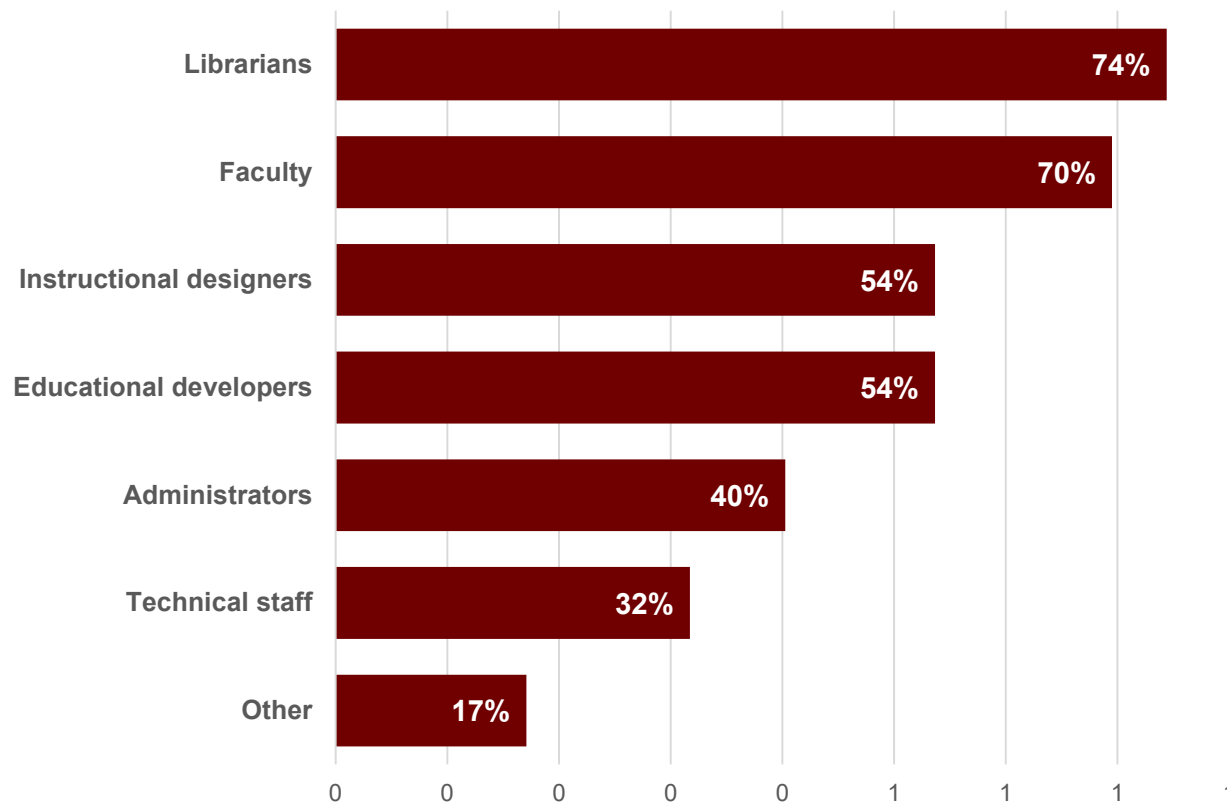
Call for “**professional development** in support of a **distributed learning strategic plan**”

# OER Training



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

OER Professional development community



- 130 institutions responded
- **42%** do not have training or workshops on OER

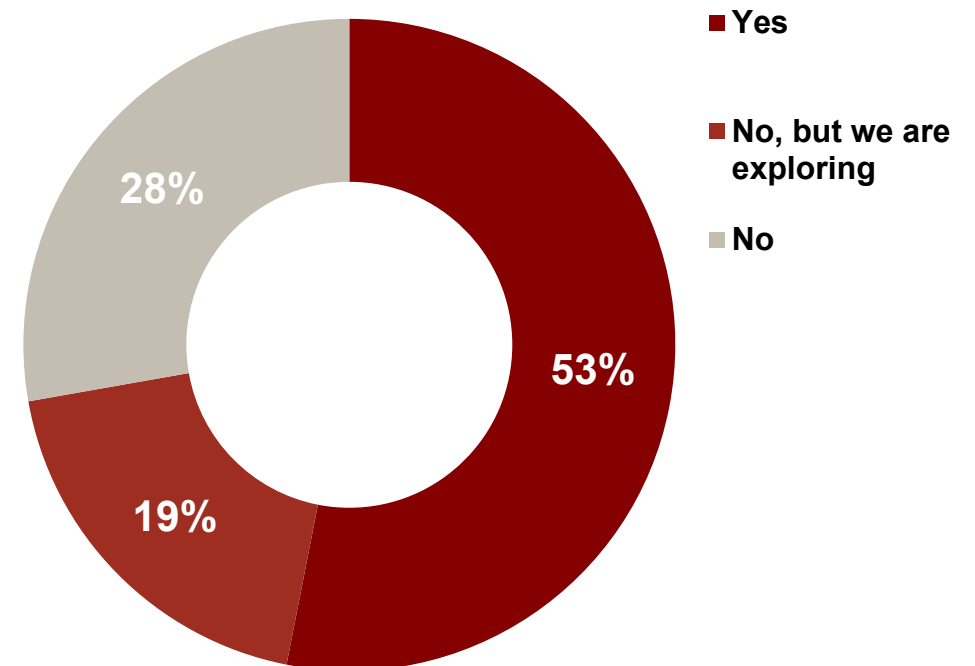
# Open Textbooks



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

- **53%** of 167 responding institutions
- **61%** of 69 Universities
- **56%** of 59 Colleges
- **36%** of 39 Quebec Colleges, private-subsidized, CEGEPs
- **72%** using Open Textbooks do not track costs

Are Open Textbooks used at your institution?

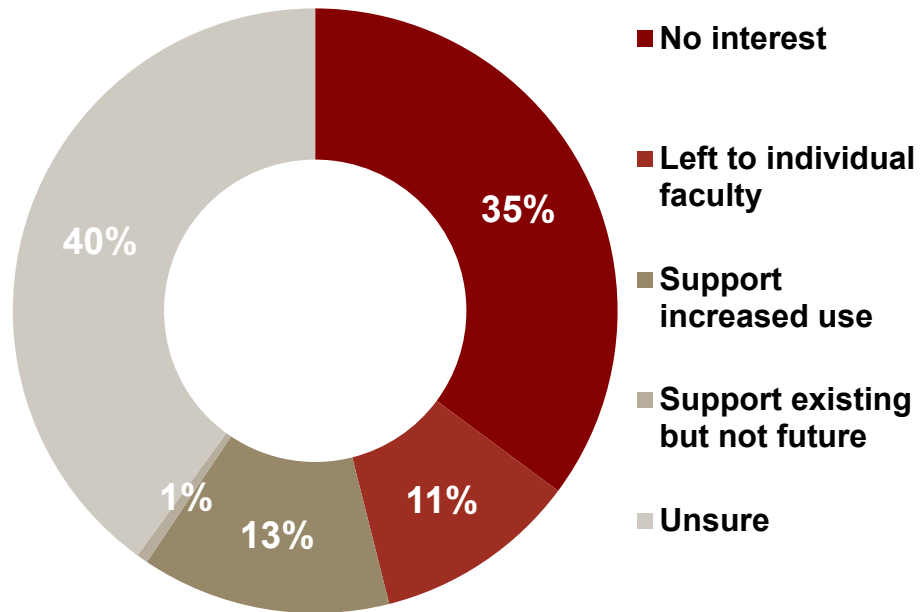


# What is needed to support faculty acceptance?

- *“strong institutional commitment” and “a clear vision communicated by leadership about what the educational offerings are expected to look like, including a fully articulated plan / blended learning strategy” and “the technology needs to work consistently.”*
- **“Promotion by Executive Team”**
- *“the need for **concrete evidence and research on online learning**”*
- *“the need to negotiate the **collective agreement**, taking into account the work context of a **21st century teacher.**”*
- **“If we do not offer distance courses directly in our institution, our students will take these distance courses given by other institutions.”**

# MOOCs

What are your institution's plans for MOOCs in the future?



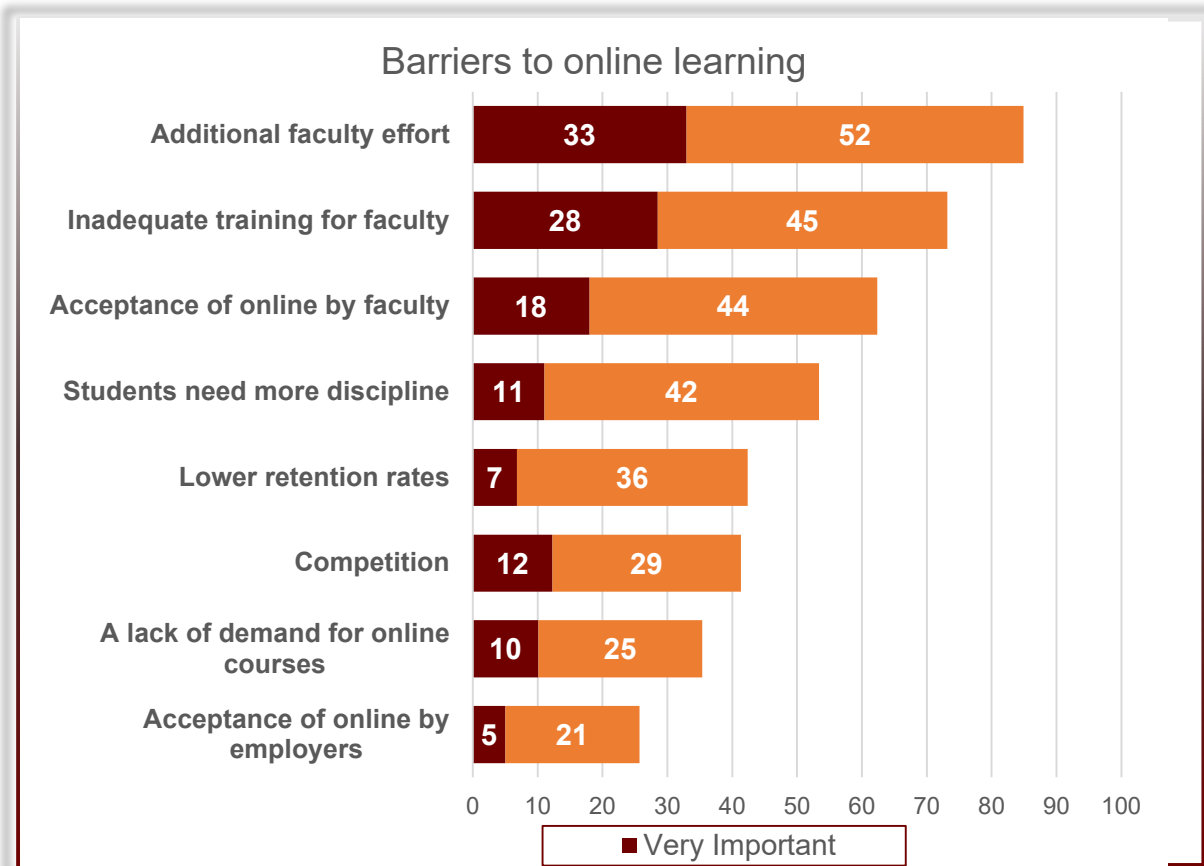
○ **13%:** support increased use

○ **35%:** no interest

○ **40%:** unsure



# Barriers

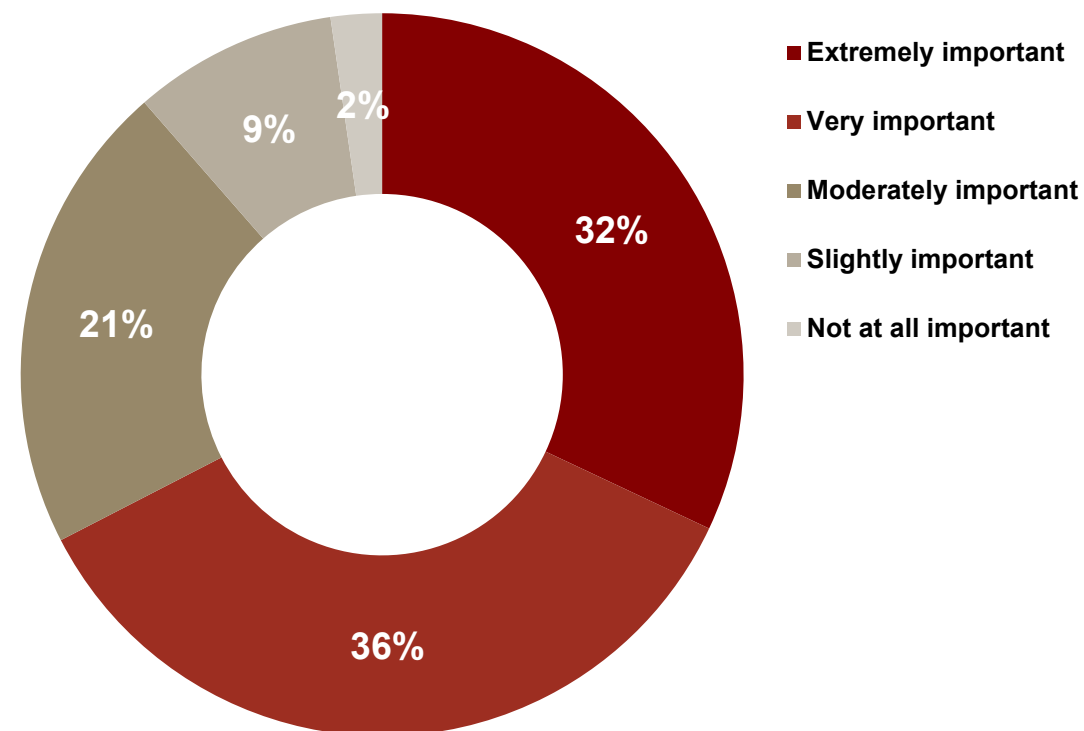


- **85%** Time to develop: Important – Very important
- **73%** Inadequate training and support
- **44%** Lack of acceptance

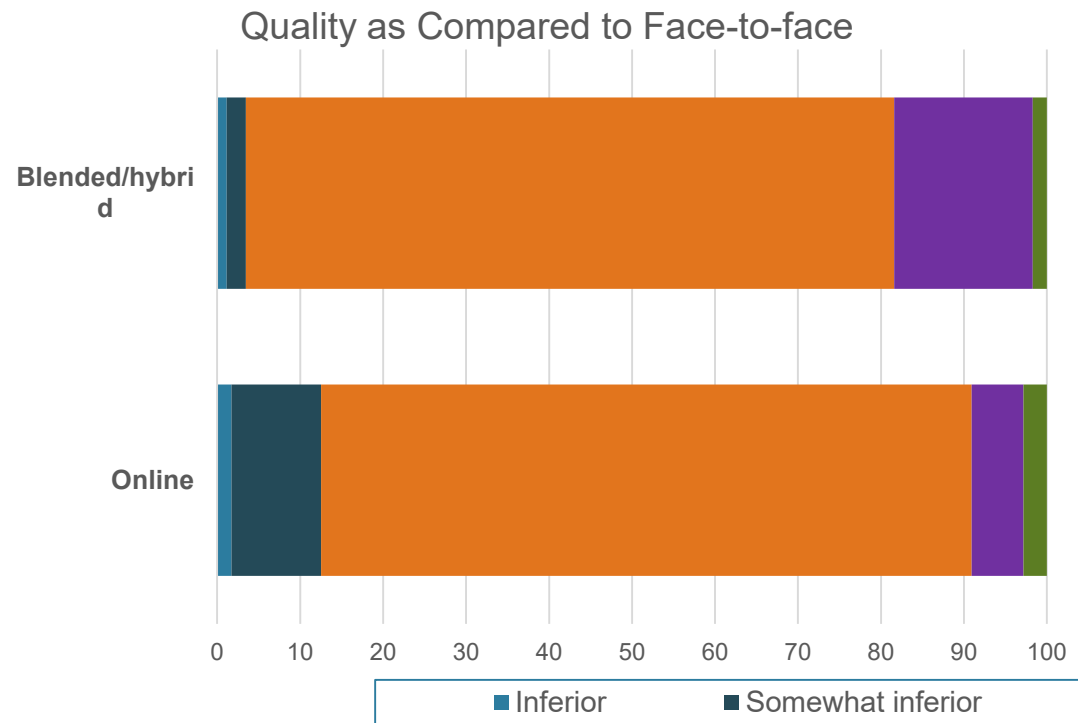
# Institution Strategy or Academic Plan

- Very to Extremely important: **68%**
- **30%** don't have one
- **31%** developing one

How important is online learning for your institution's long-term strategic or academic plan?



# Learning Outcomes



- **Blended/hybrid:**

- **78% same** as face-to-face

- **18% superior** to face-to-face

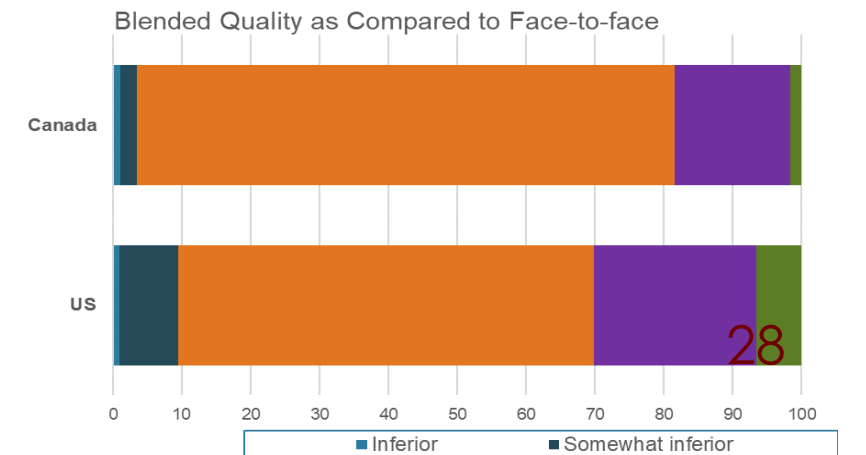
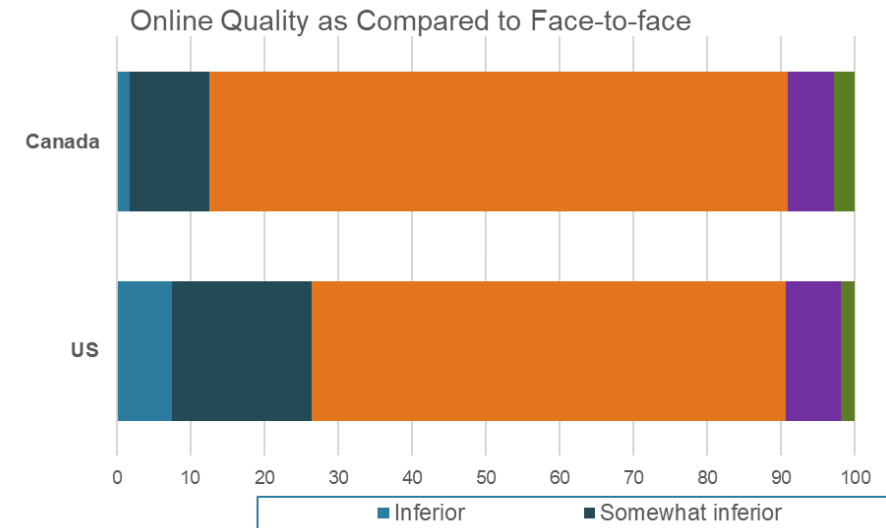
- **Online**

- **78% same** as face-to-face

- **10% superior**

# Canada/US comparison

- Generally more positive views of online and blended/hybrid
- Higher percentage of participation in US:
  - 30% of students taking one online course
  - at least 17% in Canada



Early December...



**Reports:**

**Full Technical**

**Public**

**Regional: Western Canada, Ontario, Quebec,**

**Maritimes, North/Arctic**

**Open Data**

<https://onlinelearningsurveycanada.ca/>

<https://formationenligne canada.ca/>

# Thank you! Merci!



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