



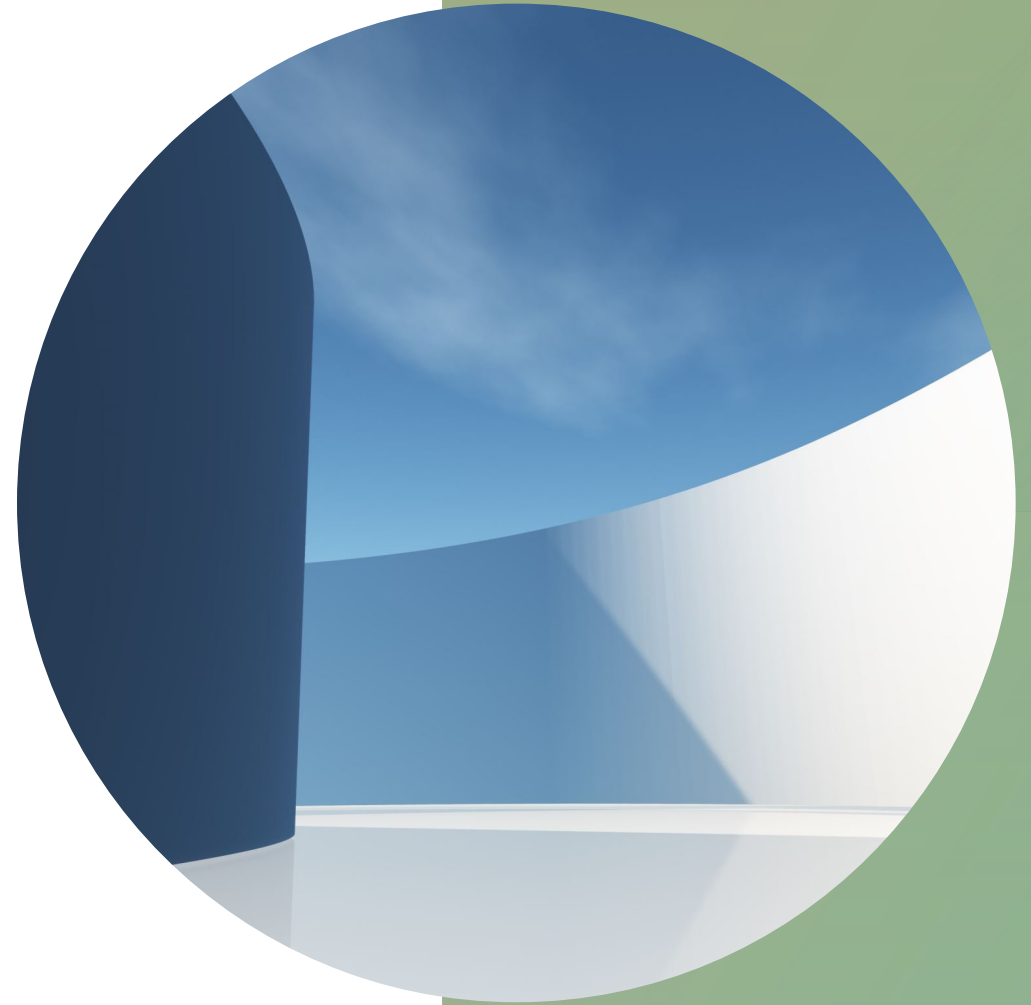
2021-2022 eLEARNING SURVEY

A SUMMARY OF THE RESULTS RELATED TO TEACHING & LEARNING

CONTENT OF THESE SLIDES

- About the survey and respondents
- Results in each of four sections:
 - Campus Tools, Technologies, and Spaces
 - Online and Blended Learning
 - Instructional Technologies
 - Learning with Technology
- Discussion and recommendations

ABOUT THE SURVEY AND RESPONDENTS



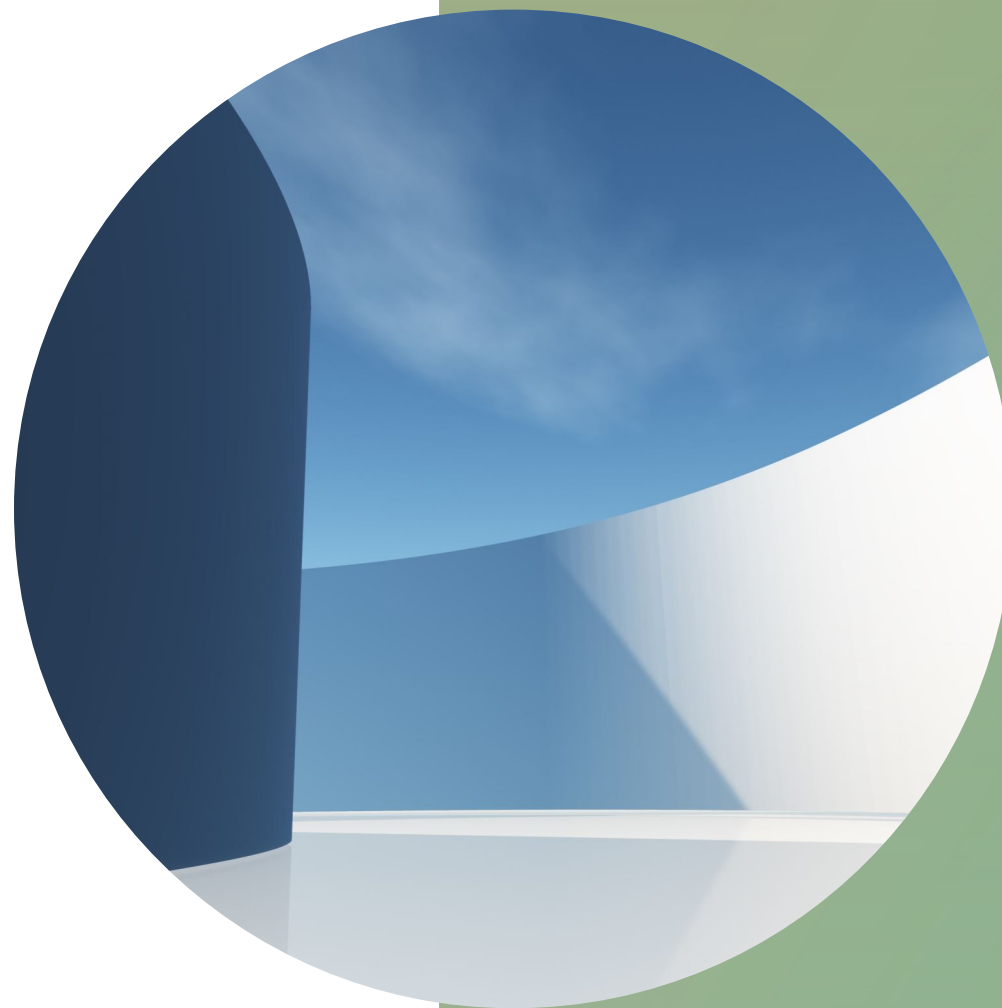
ABOUT THE SURVEY

- Purpose to understand use and perceptions of eLearning tools and technologies for learning and teaching
- In four areas:
 - Campus Tools and Technologies
 - Online and Blended Learning (Brightspace, Panopto, etc.)
 - Instructional Technologies
 - Learning with Technology
- Similar to 2013 and 2018 surveys, but – wording of questions, “pandemic effect”
 - Questions different or worded differently, our understanding of terms has changed
 - Online learning and teaching at Dal occurred during pandemic, so could affect the results

RESPONDENTS

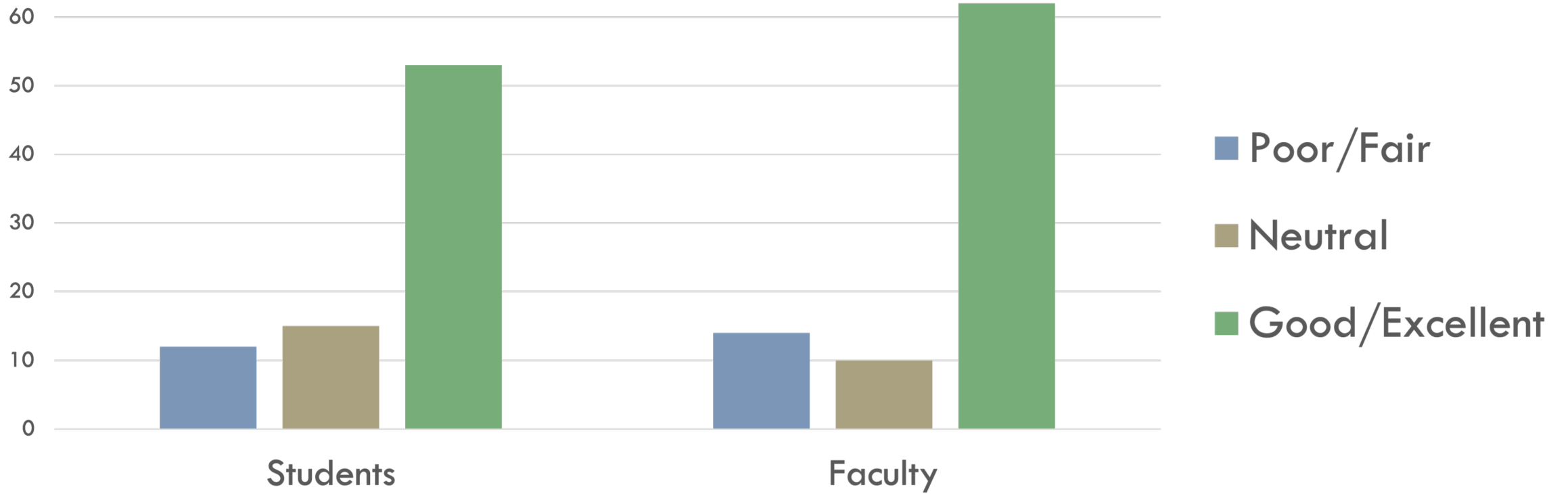
- Most students and faculty from:
 - Health/medicine
 - Management
 - Arts/social sciences
 - Science/engineering
- 86% of students were undergraduate
- 50% of faculty tenured; 41% tenure track, limited term, etc.; 9% PT

RESULTS



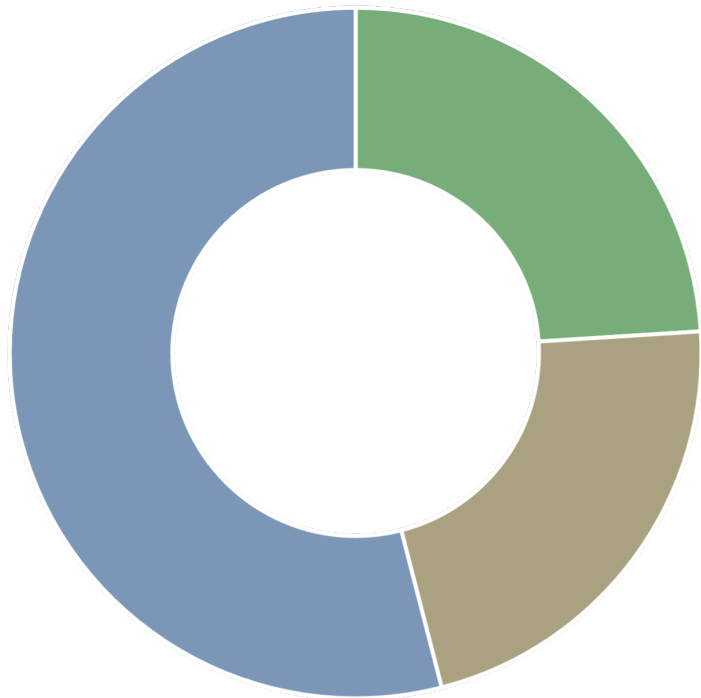
SECTION 1: CAMPUS TOOLS AND TECHNOLOGIES

SATISFACTION WITH CLASSROOM TECH

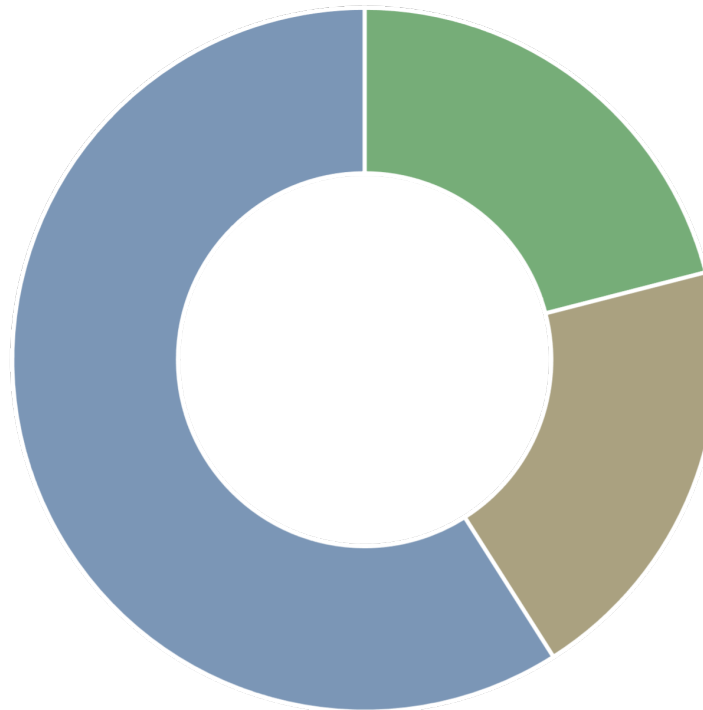


RELIABILITY AND AVAILABILITY OF CLASSROOM TECHNOLOGY

Reliability



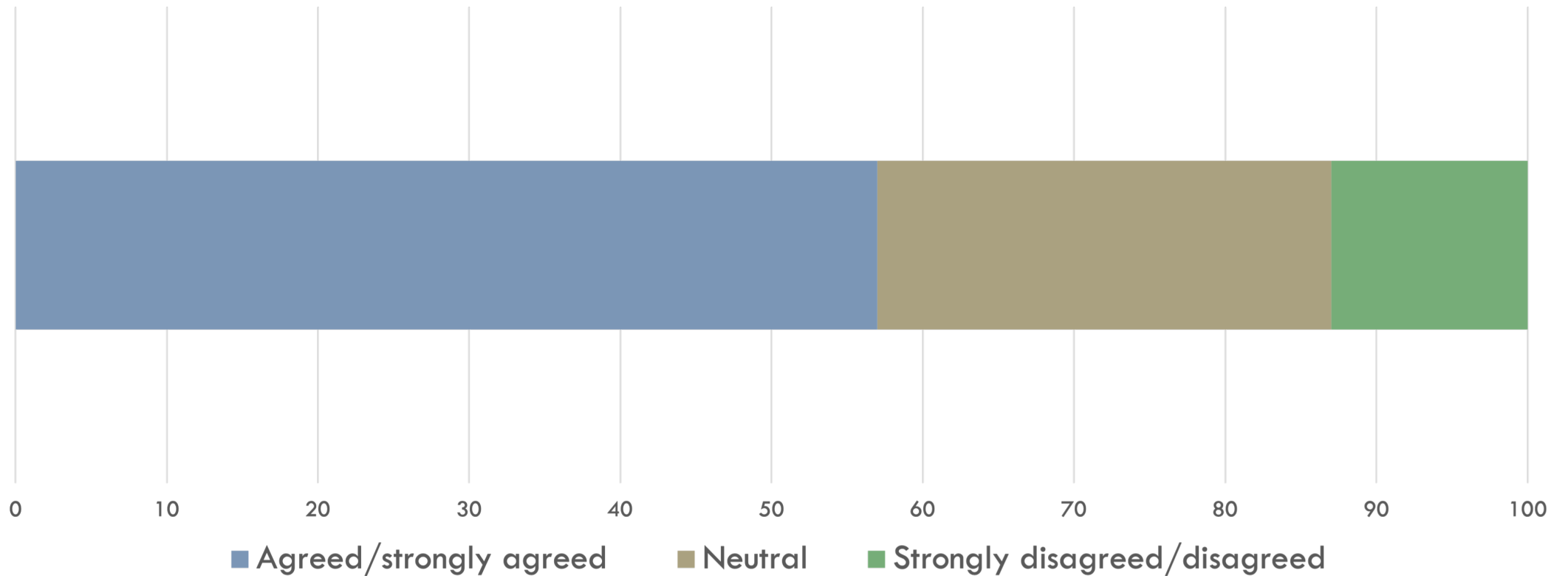
Availability



- Strongly dissatisfied/dissatisfied
- Neutral
- Satisfied/strongly satisfied

STUDENT INVOLVEMENT

“I get more involved in in-person classes that integrate technology.”



OVERALL TECHNOLOGY EXPERIENCE

Response	Students (%)	Faculty (%)
Poor	3.7	6.3
Fair	10.5	14.2
Neutral	21.4	18.3
Good	56.3	51.7
Excellent	8.0	9.6
Total	100	100

SECTION 2: ONLINE AND BLENDED LEARNING

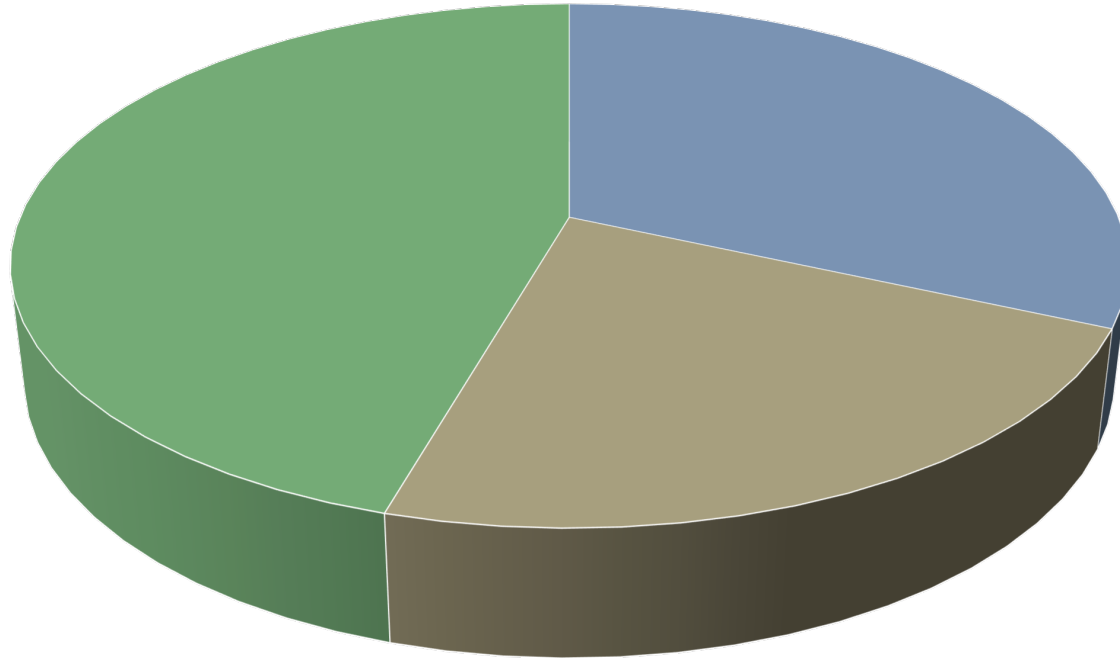
LEAST-PREFERRED CLASS FORMATS

Response	Students (%)	Faculty (%)
It depends on the course	29.5	29.9
Completely in person	29.8	25.8
Completely asynchronous on Brightspace	9.3	3.7
Online with blend of live and asynchronous	8.3	3.3
Blend of in-person and online	21.9	35.2
No preference	1.1	2.0
Total	100	100

MOST-PREFERRED CLASS FORMATS

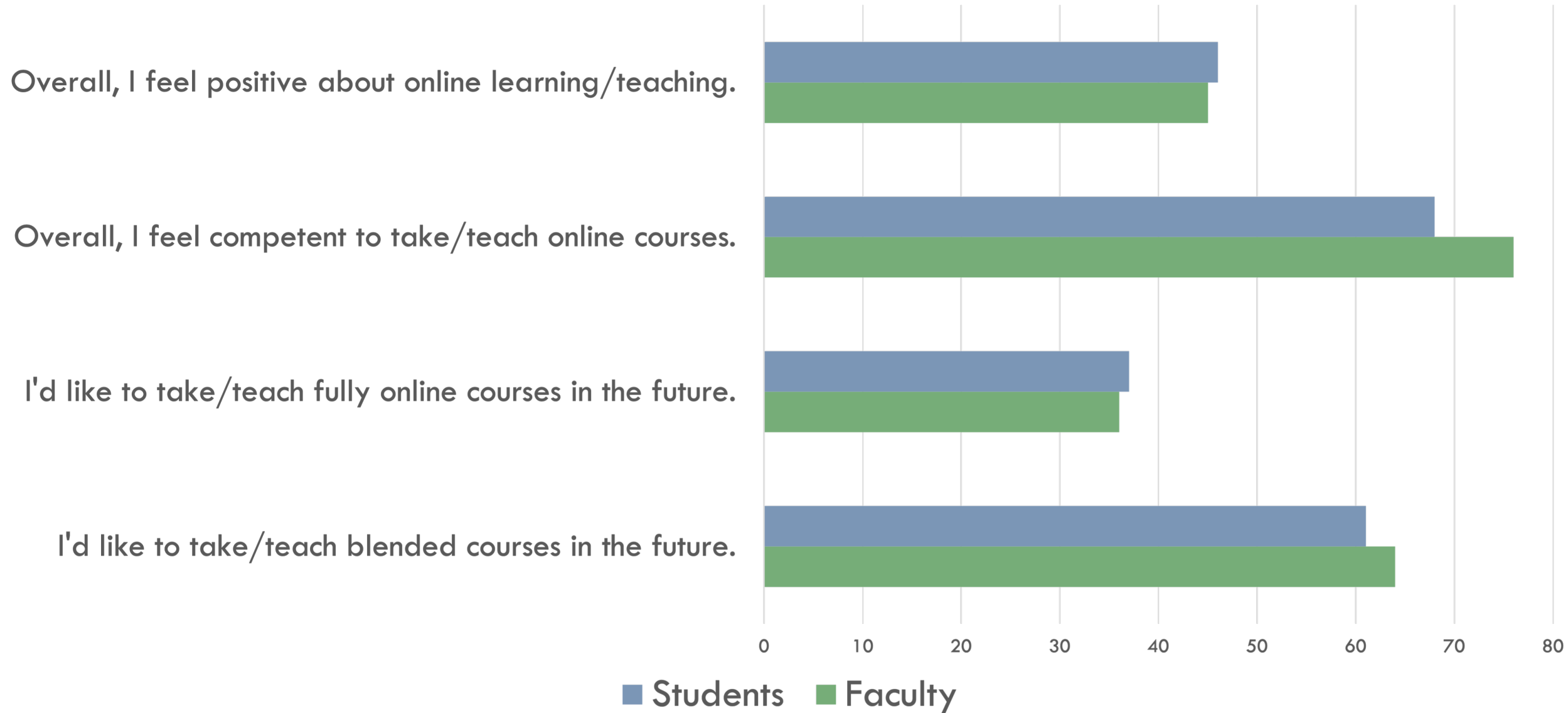
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ONLINE LEARNING AND TEACHING



“Overall, I feel positive about online learning.”

■ Strongly disagreed/disagreed ■ Neutral ■ Agreed/strongly agreed



PREFERRED MODALITY FOR VARIOUS ELEMENTS OF LEARNING AND TEACHING

In Person

- Lectures, discussions, group work, class activities
- Presentations (Faculty, 1/2 Students)
- Exams (Faculty)

Online

- Course content
- Presentations (1/2 Students)
- Exams (Students)

Student & faculty responses

SECTION 3: INSTRUCTIONAL TECHNOLOGIES

SATISFACTION WITH BRIGHTSPACE

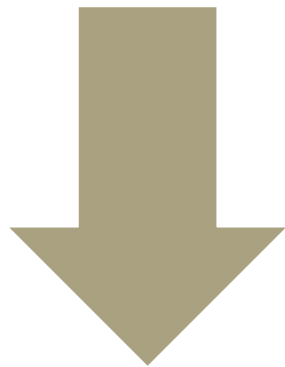
- Overall satisfied with Brightspace (across all functions)

Submitting and receiving assignments
Accessing and posting content



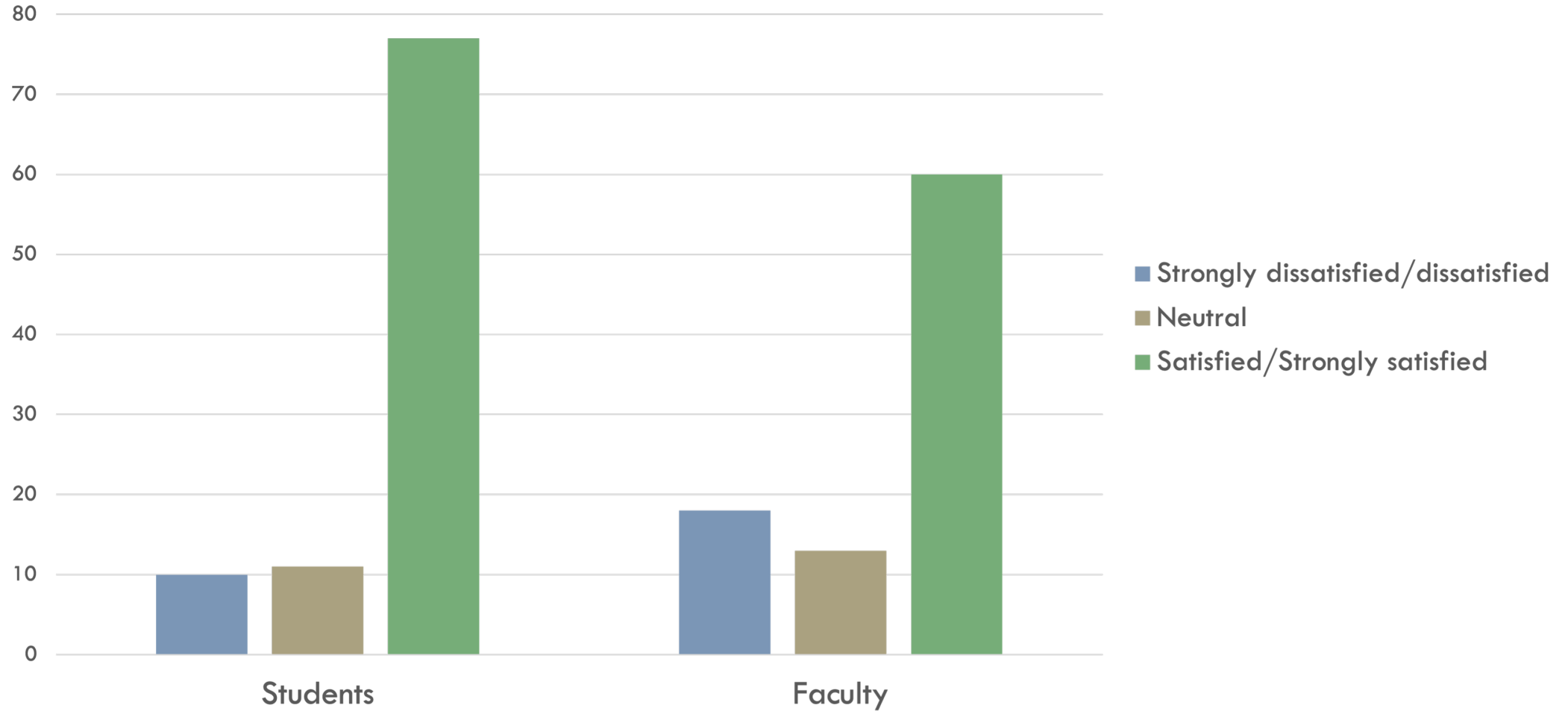
More Satisfied

Less Satisfied

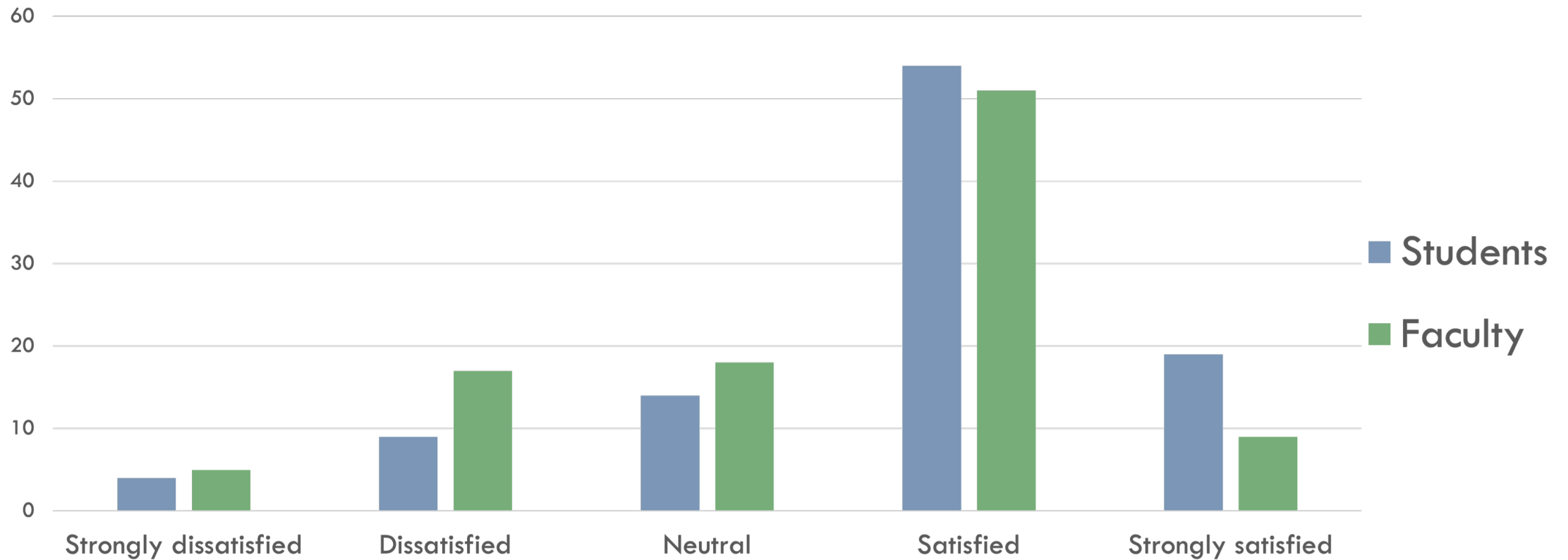


Having and hosting discussions
Receiving and giving feedback on assignments

SATISFACTION WITH PANOPTO



SATISFACTION WITH TEAMS, COLLABORATE



SECTION 4: LEARNING WITH TECHNOLOGY

MOTIVATION TO ADD TECH TO TEACHING

- Clear evidence that students would benefit
- Release time to design or redesign their courses
- More technology-oriented PD opportunities
- Confidence that the technology will work the way they plan
- Consideration of tenure decisions
- Increased student or institutional expectations

← Top choices

← Selected least

ENHANCING STUDENT LEARNING

“What is one way your instructors could use technology to enhance your learning?”

Theme 1

Students' learning would be enhanced with ready access to online content.

Lectures on Brightspace

Content in a variety of formats

Accessible content

ENHANCING STUDENT LEARNING

“What is one way your instructors could use technology to enhance your learning?”

Theme 2

Students' learning would be enhanced with more interaction in online courses.

Collaborative and group work with peers

More synchronous time with instructors

Presence and communication

ENHANCING STUDENT LEARNING

“What is one way your instructors could use technology to enhance your learning?”

Theme 3

Students’ learning would be enhanced by better using online platforms for assessment.

Live, online exam review

Practice problems (and answers) posted online

Scaffolded and/or several, smaller assessments

ENHANCING STUDENT LEARNING

“What is one way your instructors could use technology to enhance your learning?”

Theme 4

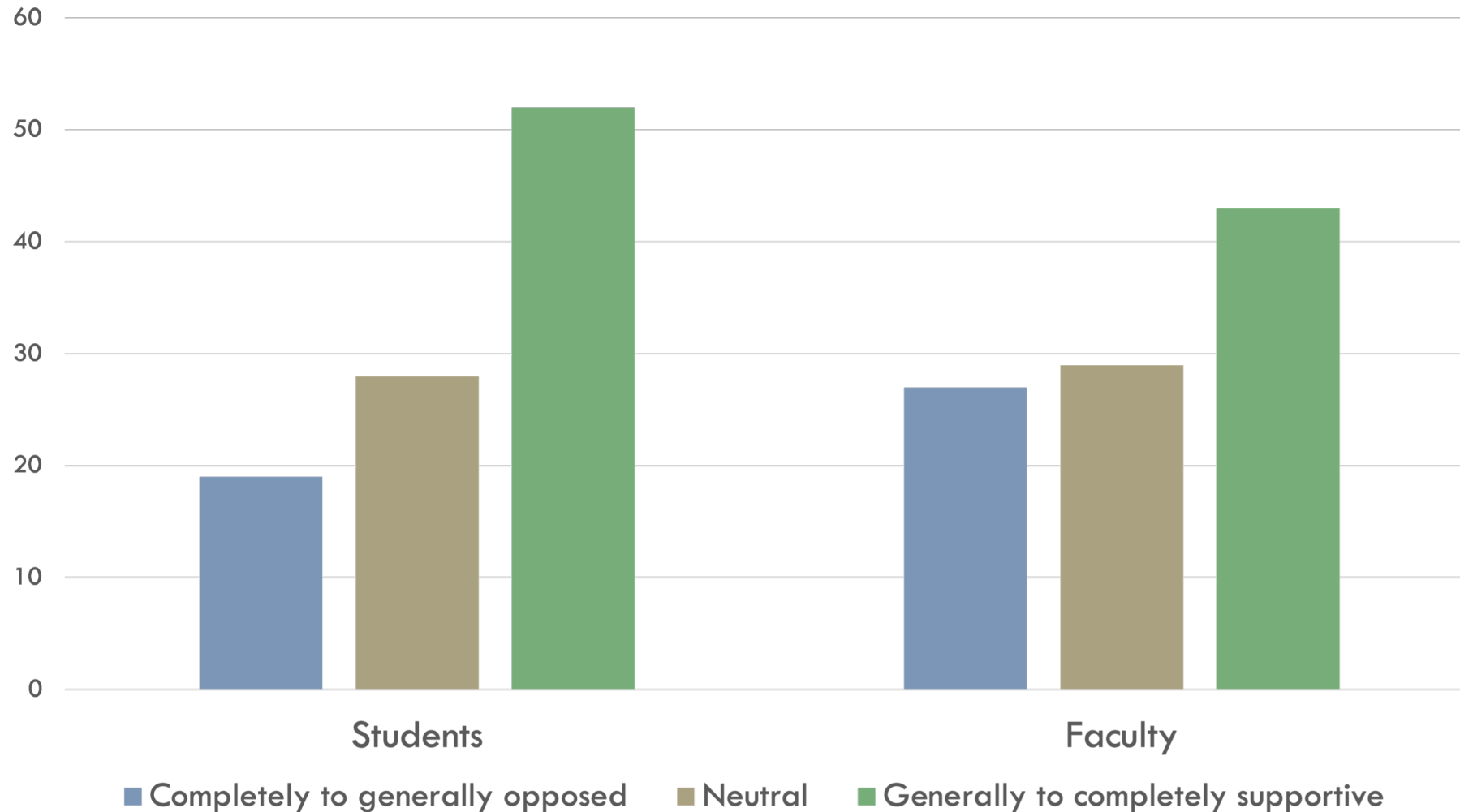
Students’ learning would be enhanced if online class environments were better organized.

More consistency across courses

Concise schedule posted online

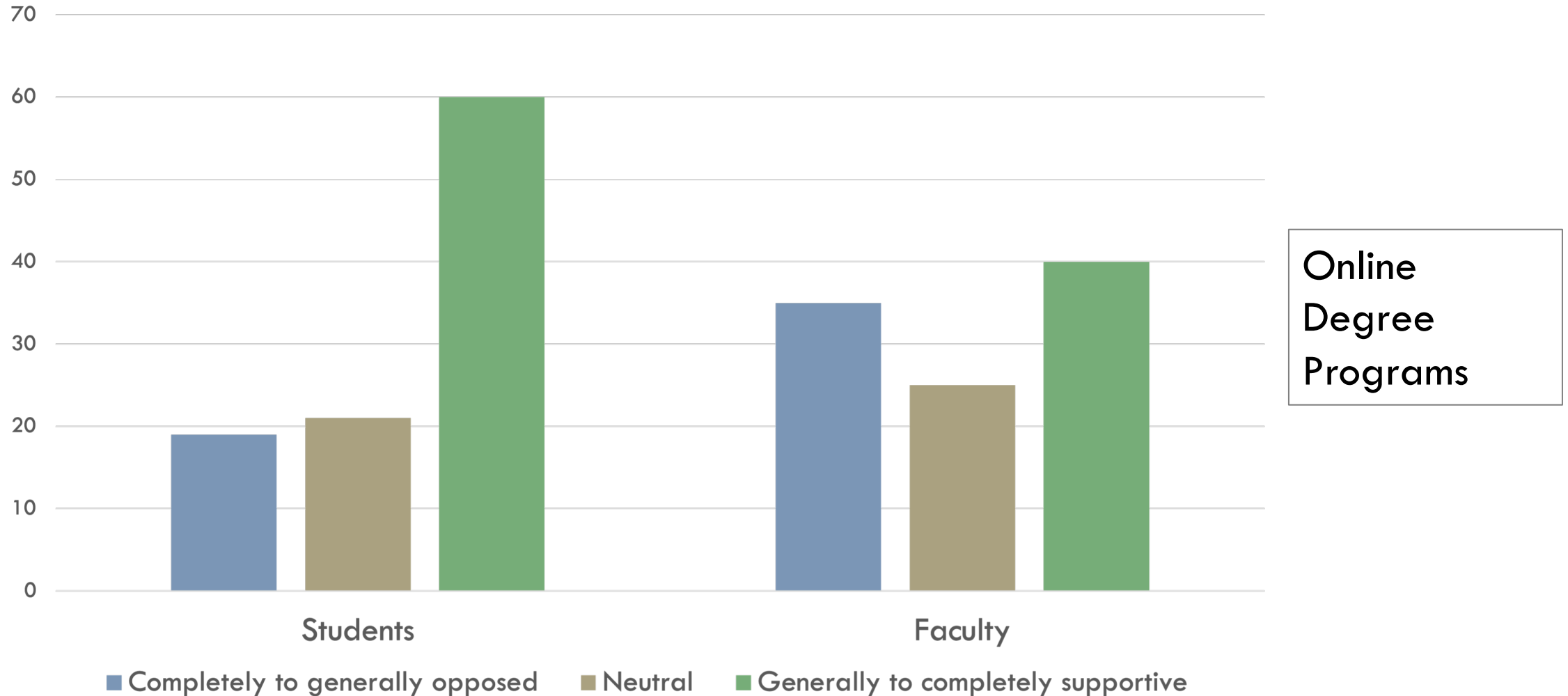
Regular announcements and clear directions

TRENDS IN HIGHER EDUCATION

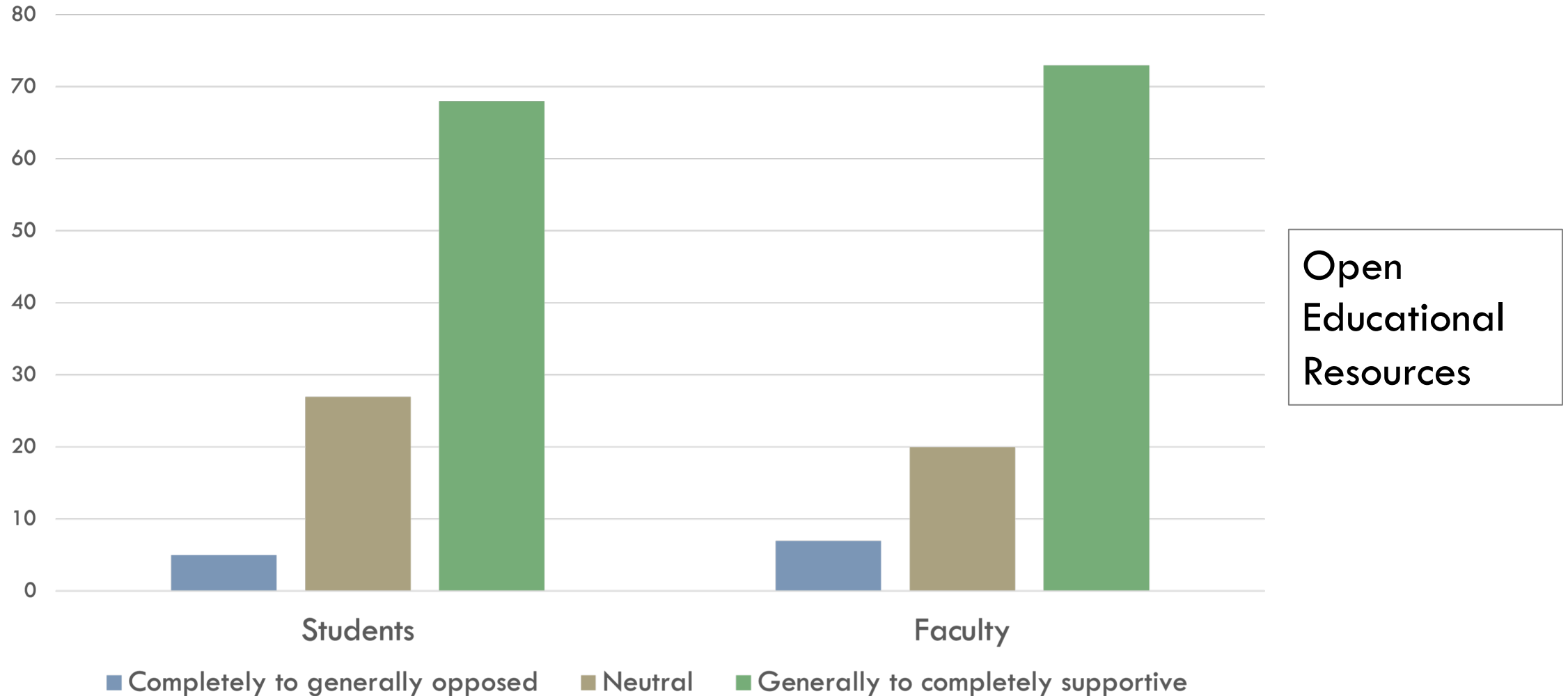


Gamification
or Game-
Based
Learning

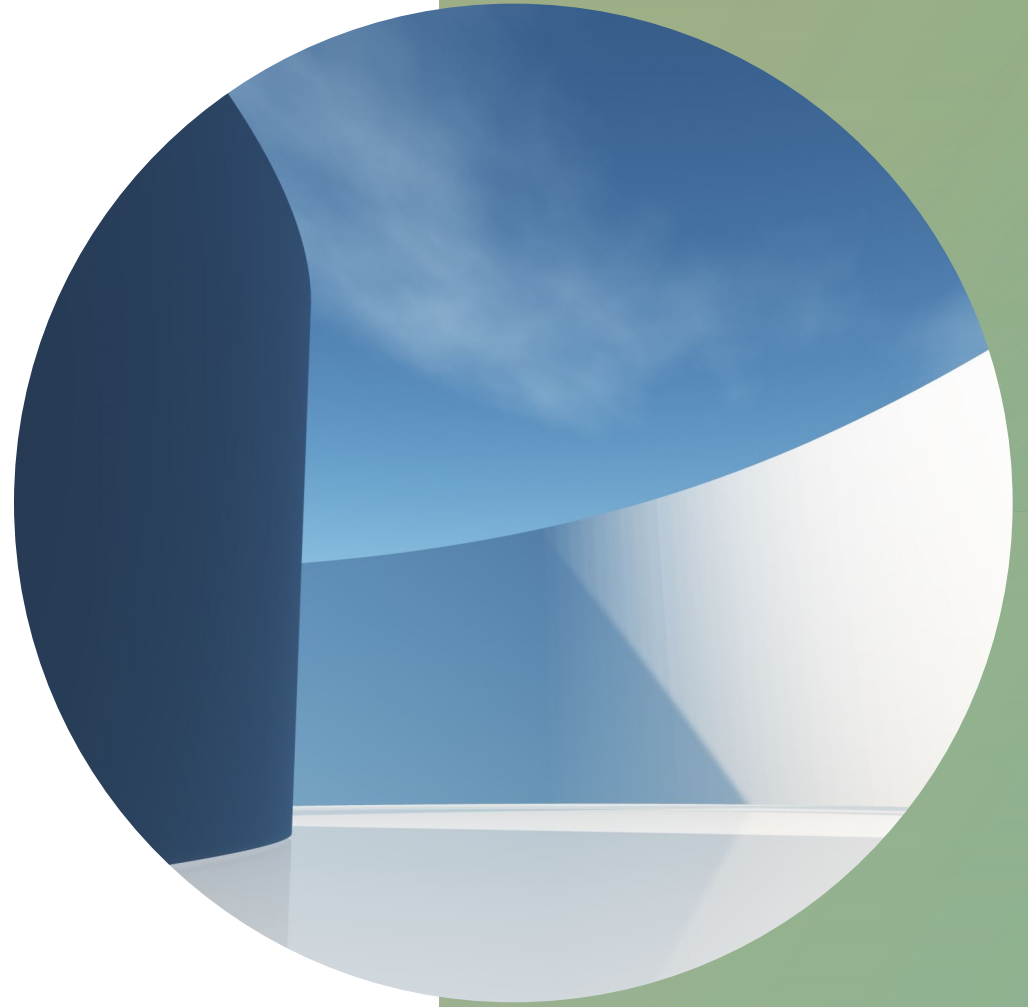
TRENDS IN HIGHER EDUCATION



TRENDS IN HIGHER EDUCATION



RECOMMENDATIONS



RECOMMENDATIONS

Continue to integrate interactive technologies and digital media into teaching.

- Include more synchronous sessions to online courses
- Use more tech-enabled active approaches in person
- Include OERs to mitigate the rising costs of education (Otto et al., 2021)
- Include video to engage students, support assessment (Hawley & Allen, 2018)

RECOMMENDATIONS

Consider expanding use of existing ed tech to support student engagement and learning.

- Move beyond 'standard' uses of Panopto, Collaborate, Teams
- Teams/Collaborate – breakout discussions, group work, polling, collaboration, captions, etc.
- Panopto – collaborative notes, timestamped discussions, embedded quizzing, hosting outside audio/video

RECOMMENDATIONS

Consider exploring possibilities for blended learning.

- Focus on “strategic integration” of course elements into in-person and online (Joosten, et al., 2021)
- Blended a solution to tensions?
 - Tension: Students emphasized need for lectures posted in Brightspace, *while also saying* more likely to skip in-person classes if lecture recordings available online
 - Solution: Post lectures online and reserve in-person classes for activities, assessment, group work

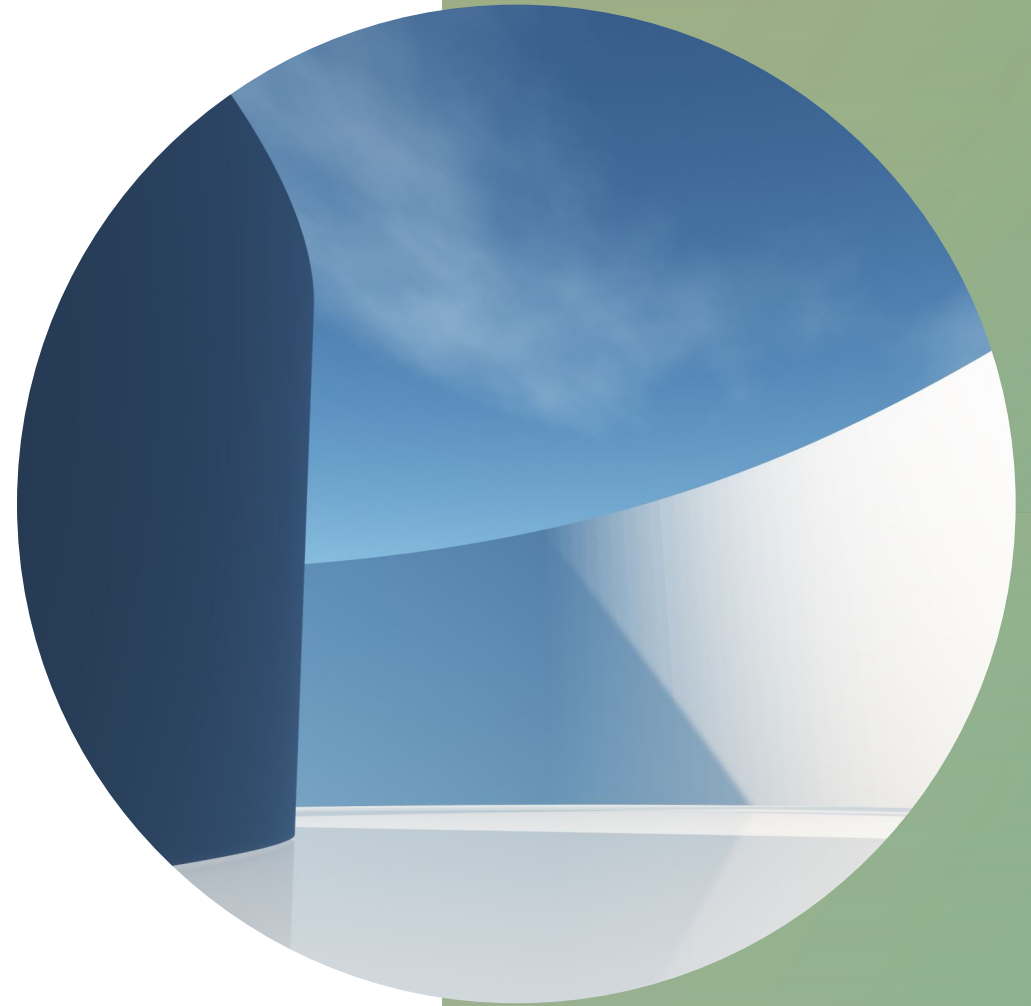
RECOMMENDATIONS

Centre student learning, equity, and accessibility through the implementation of Universal Design for Learning.

- Relationship between learning and technology (Edyburn, 2010, 2021)
- Engagement: more interaction, collaboration; communication/presence
- Action & Expression: scaffolded assignments, executive functions
- Representation: content in multiple formats, perceivable and accessible

QUESTIONS ABOUT THIS REPORT?

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- Edyburn, D. L. (2021). Universal usability and universal design for learning. [Intervention in School and Clinic, 56\(5\), 310–315.](#)
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- Joosten, T., Weber, N., Baker, M., Schletzbaum, A., & McGuire, A. (2021). Planning for a blended future: A research-driven guide for educators. [Report] [Every Learner Everywhere Network.](#)
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