

# CDLRA/ACRFL

# Canadian National Survey of Online and Digital Learning

## World Conference on Online Learning

### Presented by

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



# 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:



# 2019 Survey Team



## Research Team

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

## 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 is the primary delivery modality of distance education and 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 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

## Lack of a **universal reporting requirement**

- Different reporting standards for each province
- Wide-ranging internal tracking requirements within institutions





# 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.

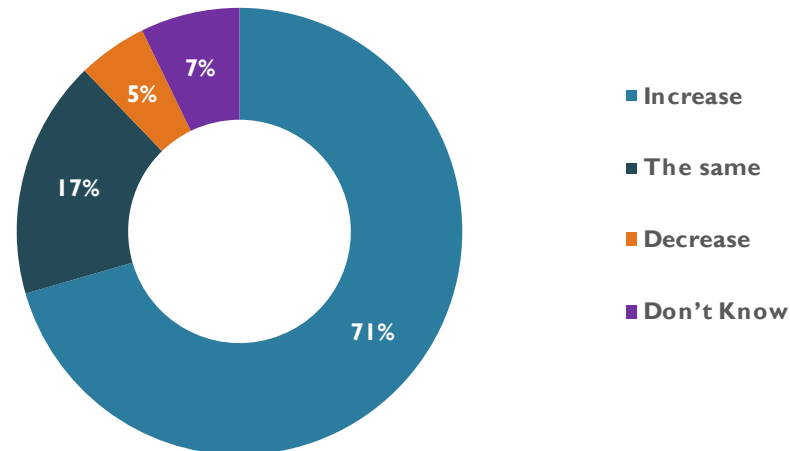




# Online Enrolments: Expectations

The majority of institutions **expect online enrolments to increase** in the coming year.

EXPECTED CHANGE IN ONLINE ENROLMENTS FOR NEXT YEAR





# 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.**



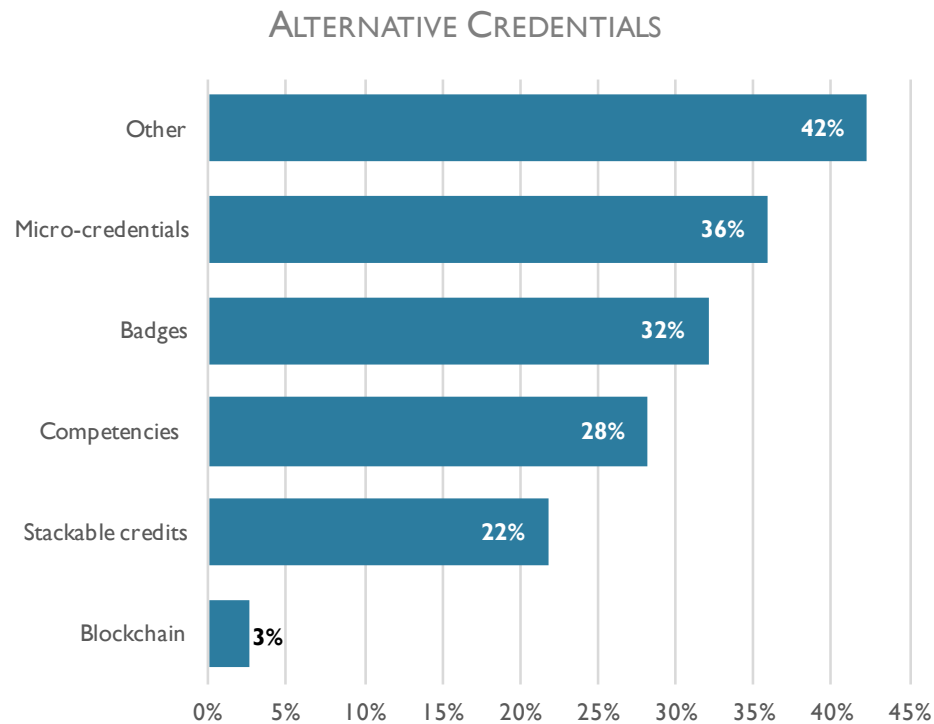
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# Alternative Credentials





# Technologies

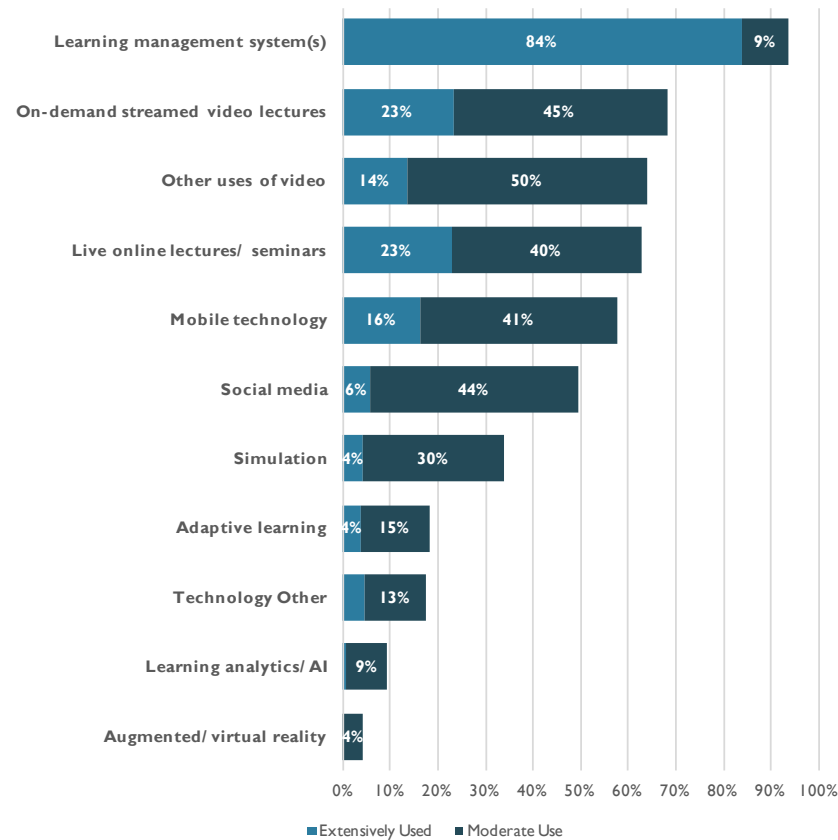
Beyond LMS technology, which is status quo, **video technologies have become an important tool** for institutions.





# Technologies

TECHNOLOGIES USED IN ONLINE COURSES





# 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.

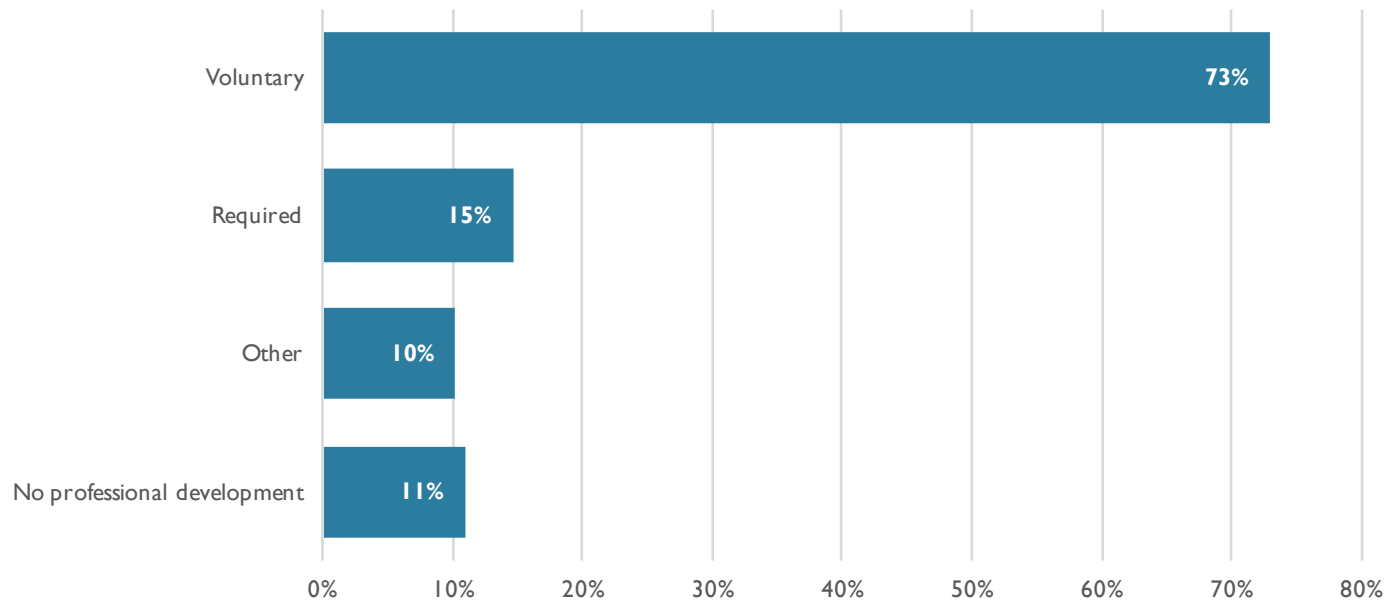






# Professional Development

PROFESSIONAL DEVELOPMENT FOR EXPERIENCED FACULTY TEACHING ONLINE.





# 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/>



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