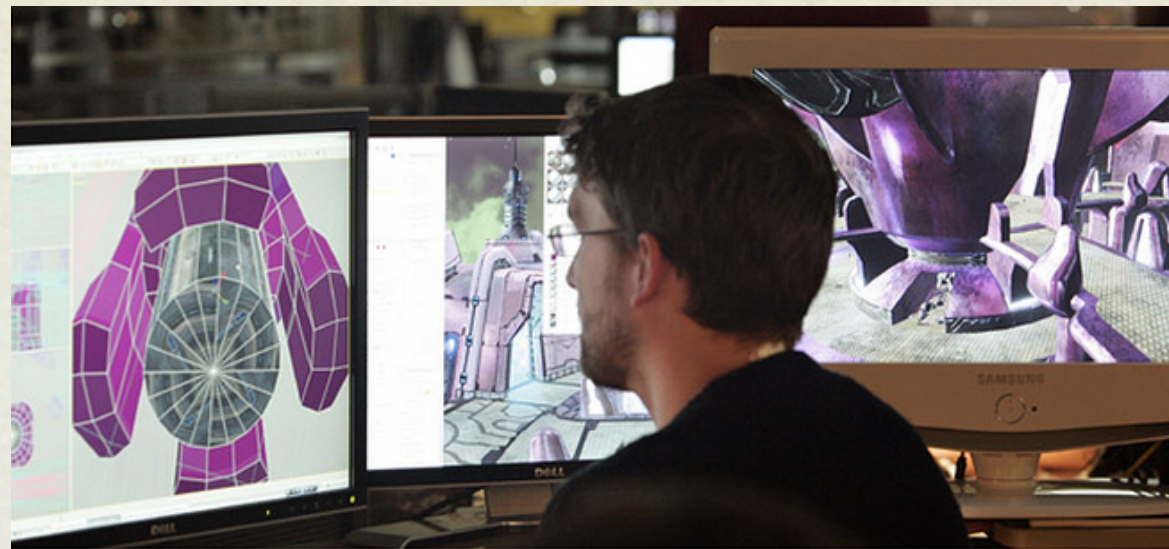


ICDE WORLD CONFERENCE ON ONLINE LEARNING

Toronto

17 October 2017



TRACKING ONLINE AND DISTANCE EDUCATION IN CANADIAN UNIVERSITIES AND COLLEGES: 2017

National Survey of Online and Distance Education in Canadian Public Post-
Secondary Institutions

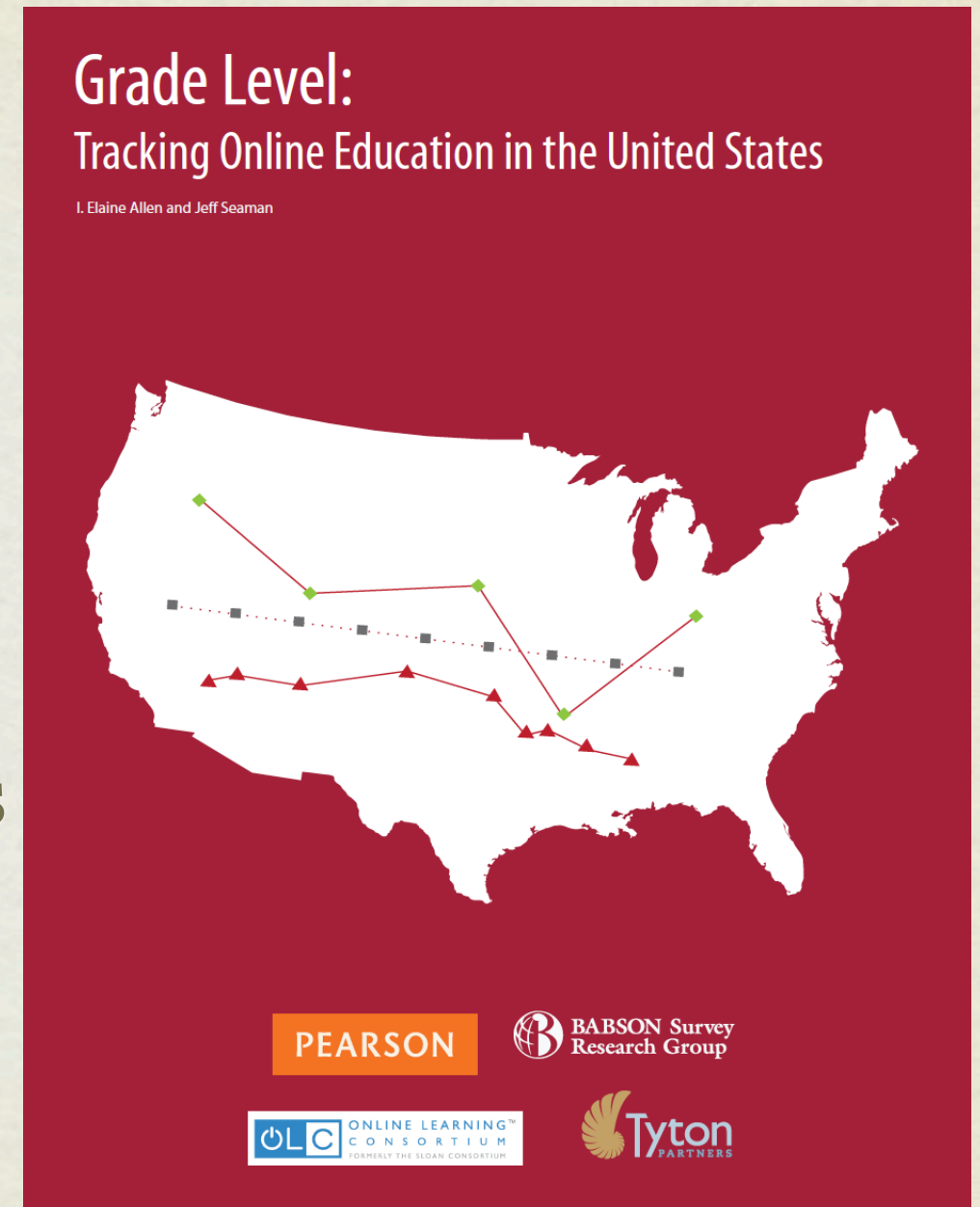
Overview

1. Background to survey
2. Team
3. Main results
4. Discussion (panel + audience)
5. Future plans for the survey



Background to the survey

- Babson and IPEDS in the USA: 15 years; impact on policy
- No comparable Canadian data for whole system
- Volunteer team + Babson + WCET
- Funding: \$125,000 from eCampuses + \$40,000 from Pearson, D2L
- Developed national database of institutions



Team

Tony Bates, Ph.D., Ryerson University and Contact North

Brian Desbiens, Ph.D., Sir Sandford Fleming College

Tricia Donovan, Ph.D. eCampus Alberta

Eric Martel, Université Laval

Denis Mayer, Ph.D. Laurentian University

Ross Paul, Ph.D., University of Windsor and Laurentian University

Russell Poulin, WCET

Jeff Seaman, Ph.D., Babson Survey Research Group

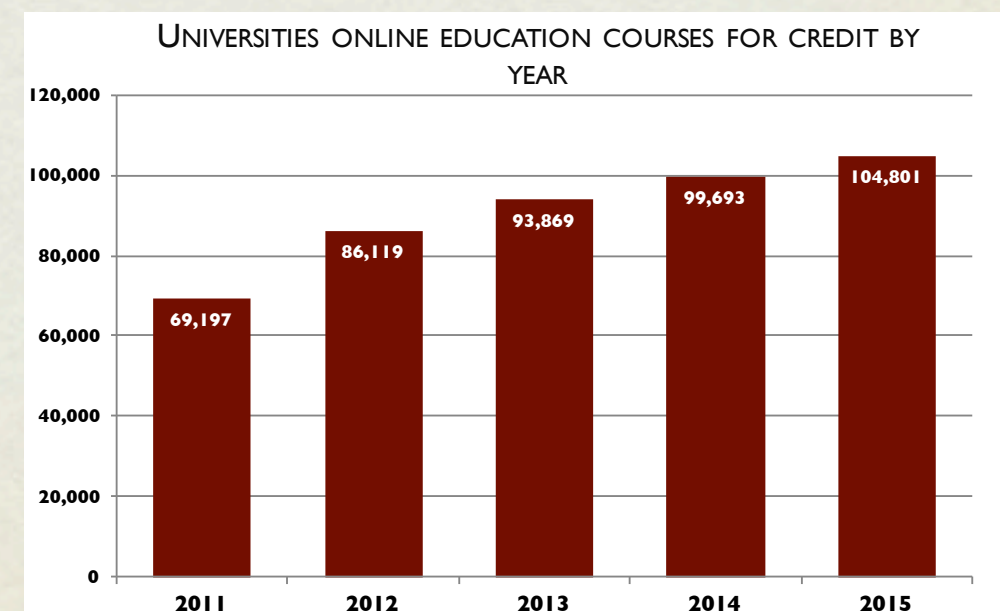
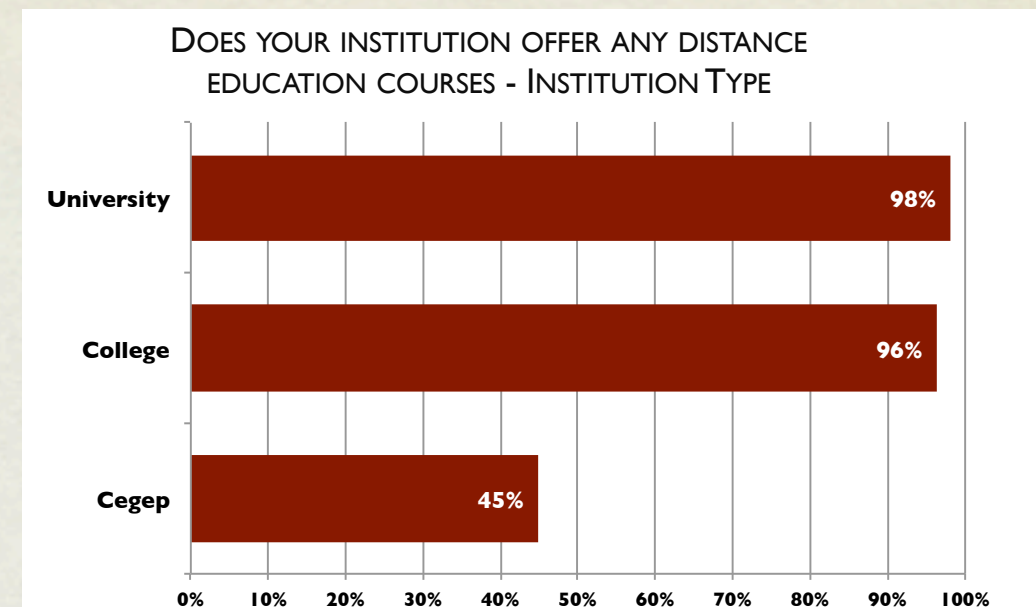
Main results: institutions

- Response rate: institutions 69%; student pop. 78%
- Nearly all PSIs offer DE for credit
- Online learning mature market in Canada
- Fully online courses: almost all universities and colleges outside Québec; 43% of CEGEPs



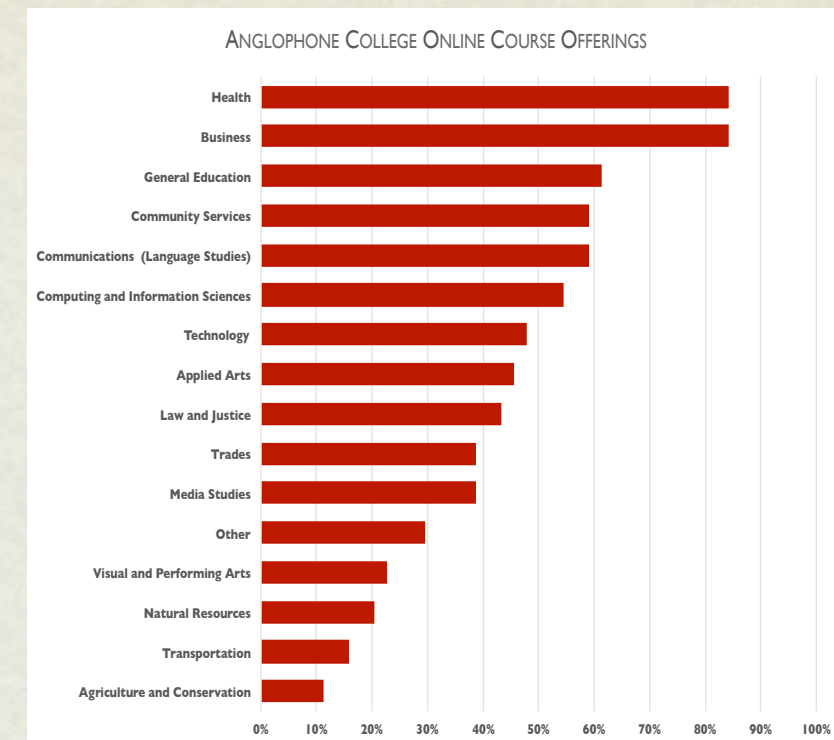
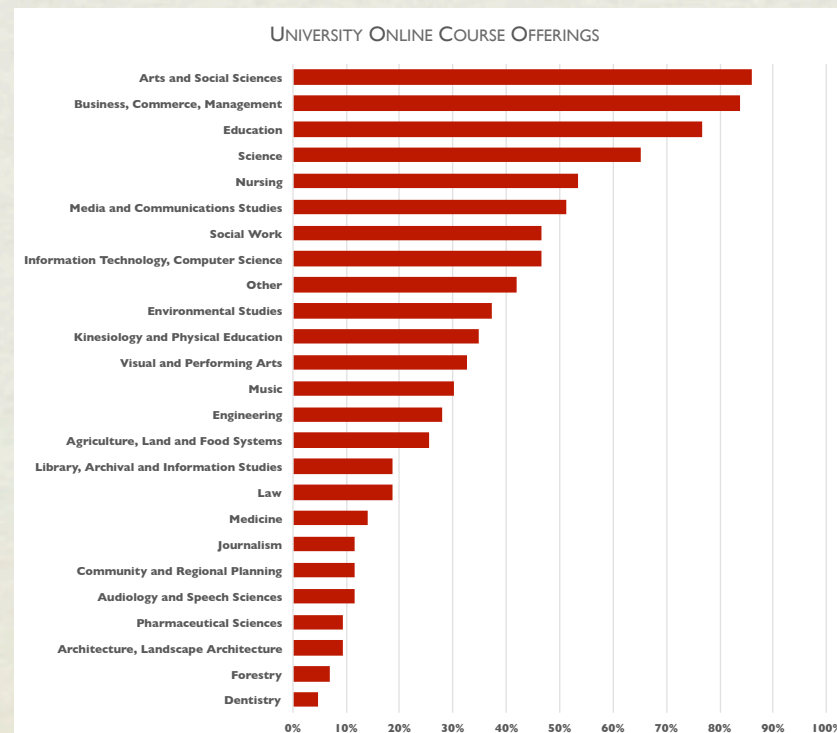
Main results: online enrolments

- Growth in institutions: 2% per annum; mainly small colleges;
- Growth in enrolments between 2011-2015: 10% per annum (universities); 15% colleges except Québec (-3%)
- Rough estimate: (all sources): online = 16% (universities); 12% (colleges) of all credit course enrolments



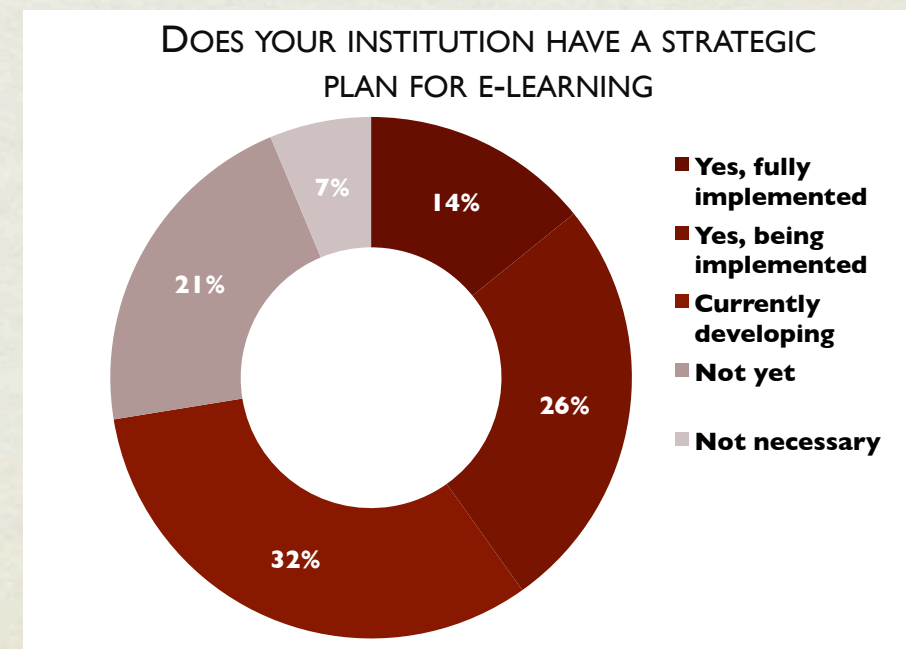
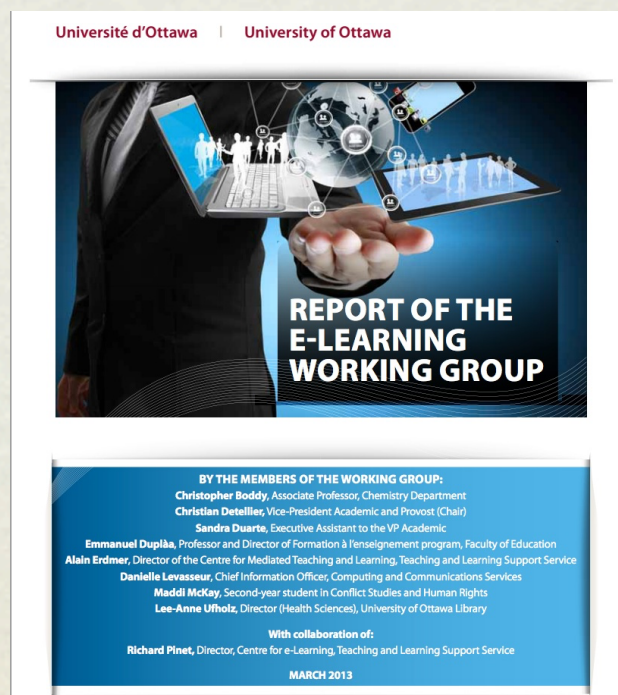
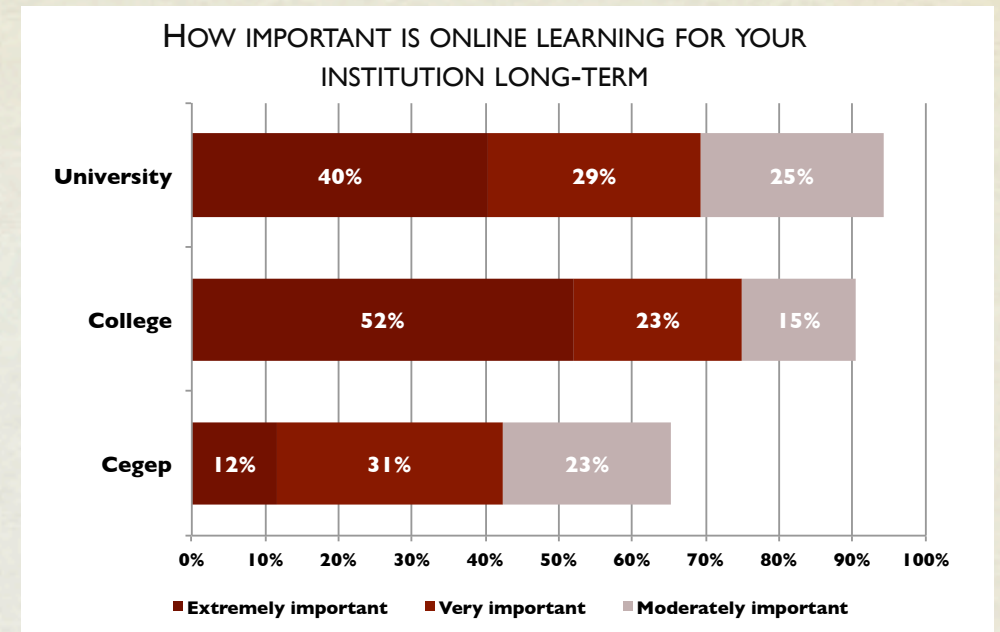
Main results: course offerings

- Online courses/programs found in every subject area: business, education and health most



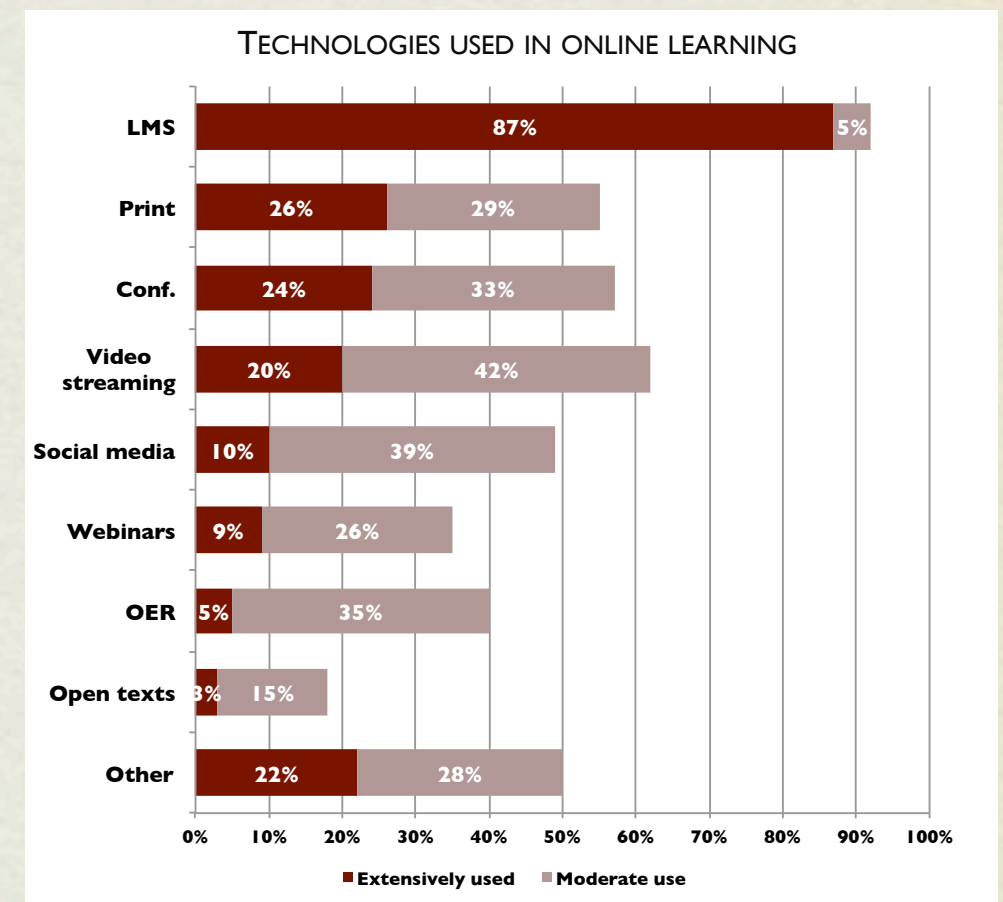
Main results: Importance and plans

- Over two-thirds rated online learning very important for future
- Most (72%) have or are developing a strategy or plan for online learning



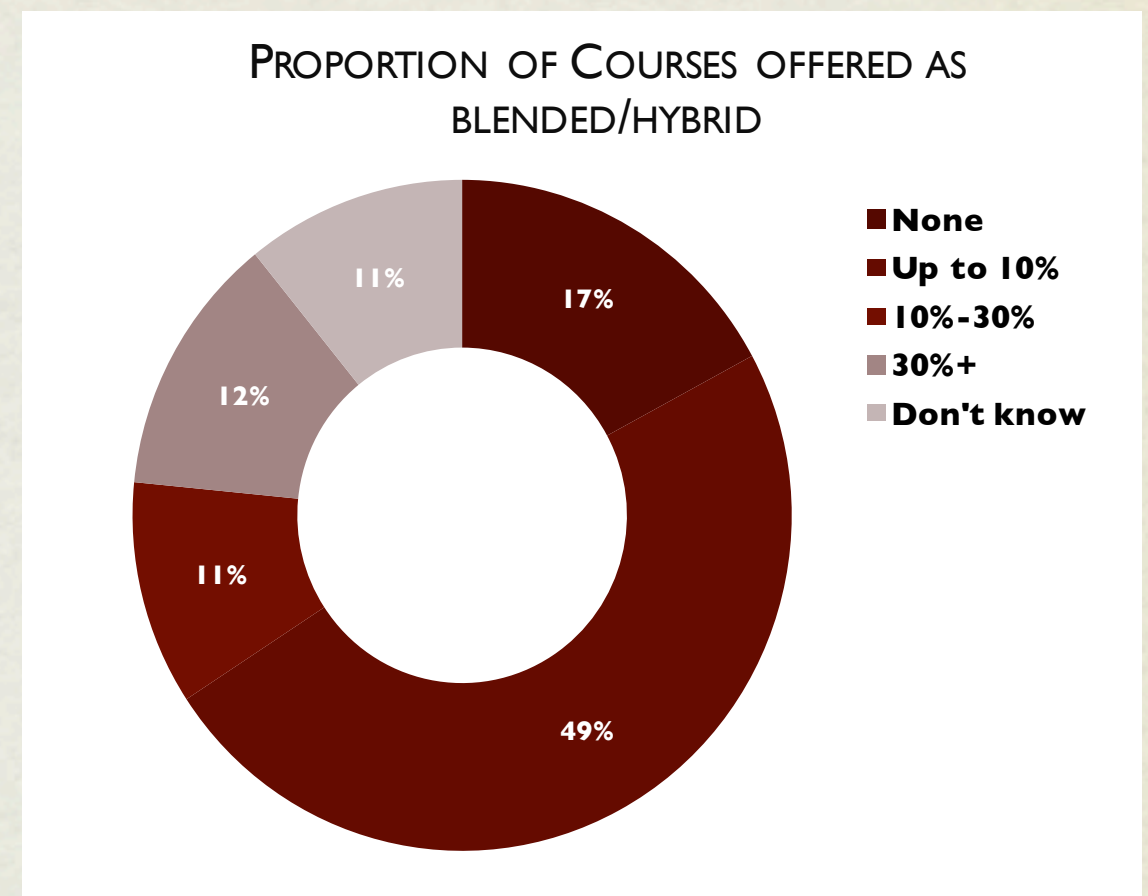
Main results: technologies

- LMS used in nearly all institutions (87%) but print, conferencing and video streaming also significant (over 50%)
- OERs (40%); open textbooks (18%):
- Little/no use of analytics, AI, adaptive learning
- Difficult to track except LMS



Hybrid learning

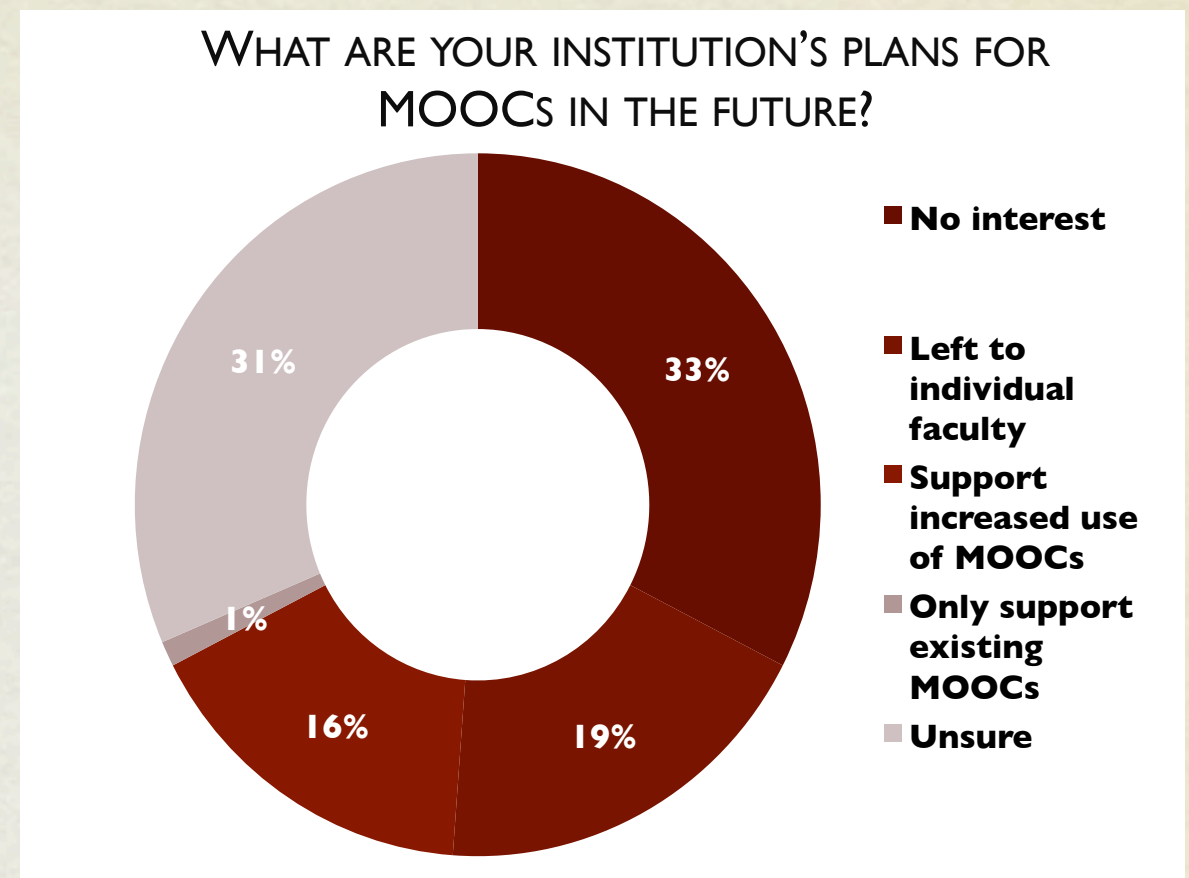
- Definition: some reduction in face-to-face teaching
- Many (75%) institutions
- Few courses (60% with less than 10% hybrid)
- Hybrid = innovative teaching; better use of limited space
- Difficult to track: self-reporting



Main results: MOOCs and strategies



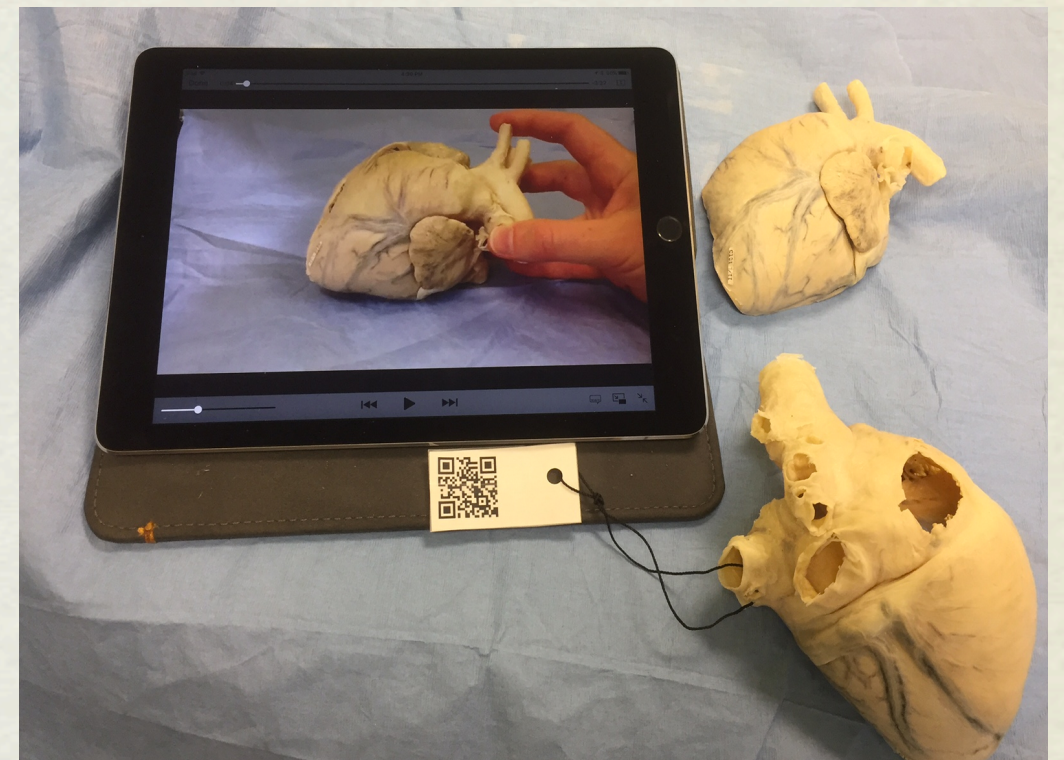
- no MOOC mania in Canada:
- <20% offered MOOCs;
- looking for 'niche'/added value in future
- 33% no interest in future



Main results: benefits

Main benefits of online learning:

- Increased access/flexibility (99%)
- Increased enrolments (75%)
- Innovative teaching (65%)



Main results: challenges or barriers

- 83%: lack of resources (especially LT staff)
- 61%: faculty resistance/lack of training
- 35% lack of government support (highest in Québec: 62%; lowest Ontario: 16%)



Comparison between Canada/USA

More similar than different:

- Difficulties with definition/data collection
- Institutional commitment and growth rates;
- Larger institutions
- Strategic importance

But: systems not same



Main results: online course enrolments

- However, institutions had great difficulty in providing online course enrolment numbers
- Many reported their concern about reliability of such data
- Variation between provinces on data collection
- Recommended: a standard system for reporting on digital learning

	CEGEP		College		University		Total	
Fall 2016	No.	%	No.	%	No.	%	No.	%
Actual	7	14%	33	41%	31	43%	71	35%
Estimate	3	6%	10	12%	10	14%	23	11%
Don't know	0	0%	4	5%	4	6%	8	4%
Question responders	10	20%	47	58%	45	62%	102	50%
No online enrolments	13	26%	3	4%	2	3%	18	9%
Missing	27	54%	31	38%	25	35%	83	41%
All institutions	50	100%	81	100%	72	100%	203	100%



Web site



Report available from:

<http://onlinelearningsurveycanada.ca>

<http://formationenligneCanada>

Web site contains public report + full technical report + sub-reports + tables + opportunity for comments/questions

Questions + discussion

Questions about the results

Implications (e.g.):

- Scaling up faculty training
- Planning for digital learning: best practices?
- Small institutions: lack of resources
- What could/should government be doing?
- Organizational issues
- Poor/missing online course enrolment data

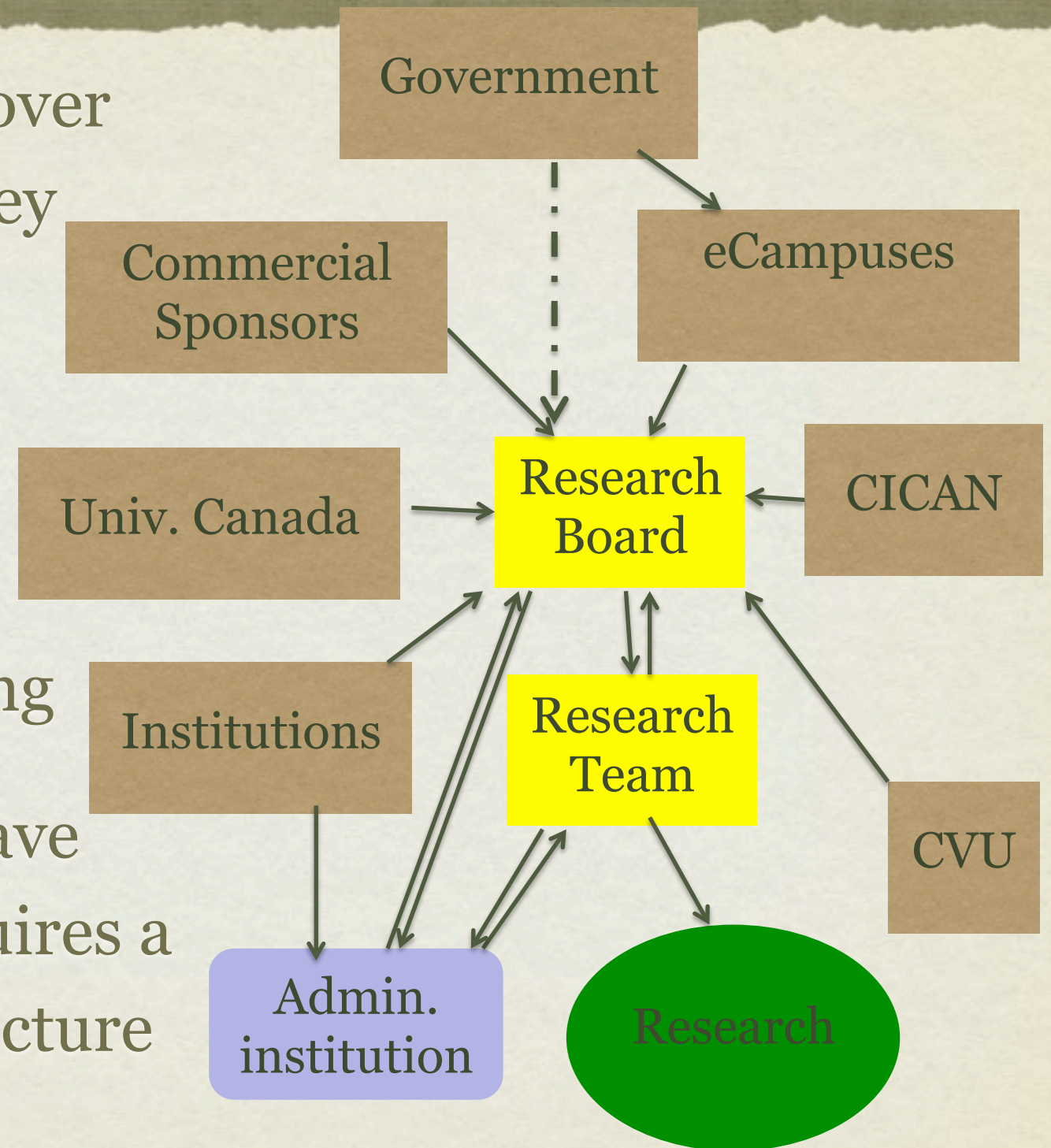
Next steps

- French translation of main report
- ‘Open’ data lodged with OCAS
- Plan for the future



Plans for future

- Main benefit: tracking trends over time; so need to continue survey
- Online learning impacting classroom teaching
- SO: widen to researching developments in digital learning
- Needs to be sustainable and have buy-in from whole sector: requires a 'home' and organizational structure



Plans for future

- Come to meeting on future plans at ICDE conference on Wednesday, October 18, 5:00- 6:00pm
- Contribute to establishing a home and organizational structure for the research



To download the report go to:

<http://onlinelearningsurveycanada.ca>

For francophone version (available 27 October) go to:

<http://formationenligneCanada>

Many thanks!

(tony.bates@ubc.ca)