

Spotlight on BC:

CDLRA Spring Survey Findings

Key Findings, Anticipated Trends, and Next Steps

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

Land Acknowledgement

I acknowledge that I live and work as an uninvited guest on the unceded, shared territory of the Matsqui and Semá:th First Nations, who are part of the larger Stó:lō Nation.



Overview

- Challenges
- Definitions
- Future Trends
- Faculty and Student Issues





Background to the Research

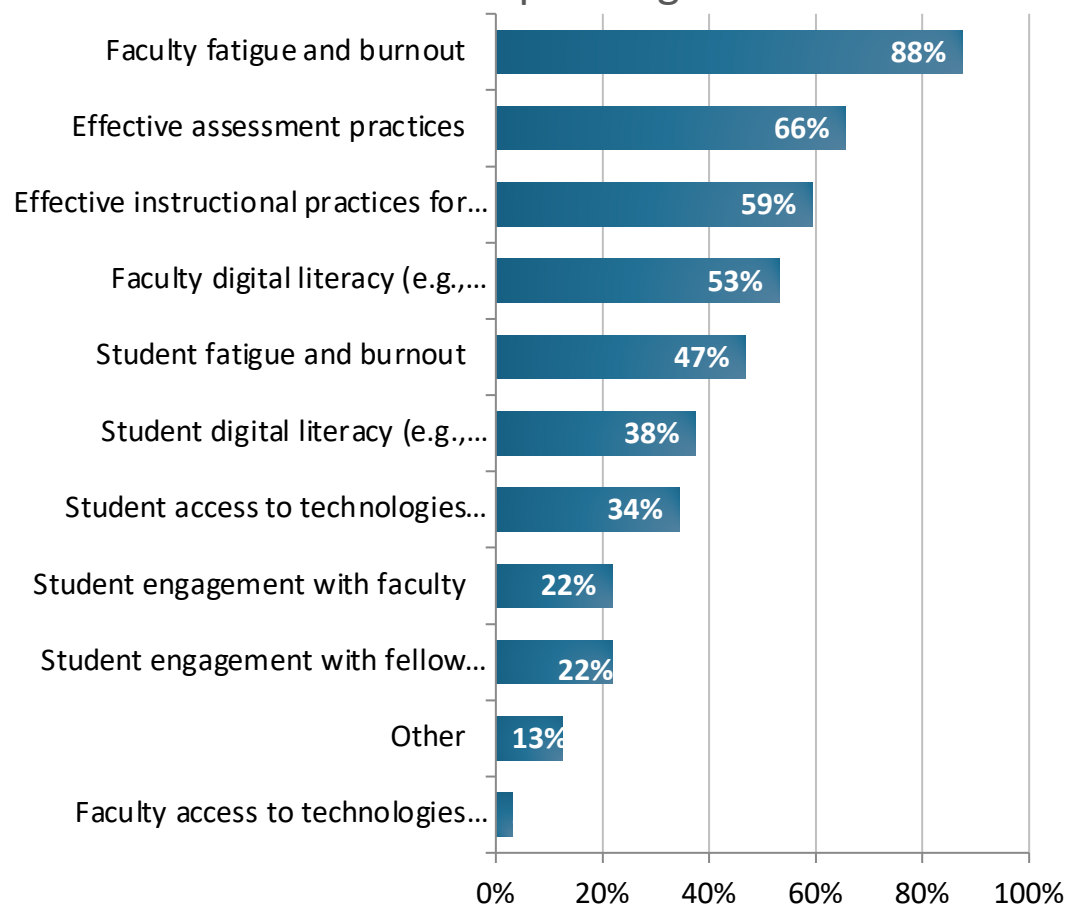
- **National Survey conducted in Spring 2022**
 - Data gathered: May – June 2022
 - 32 responses from BC
 - 172 responses, Canada-wide



2022 Challenges



BC: What teaching and learning challenges are most pressing?



Colleges and Universities in BC

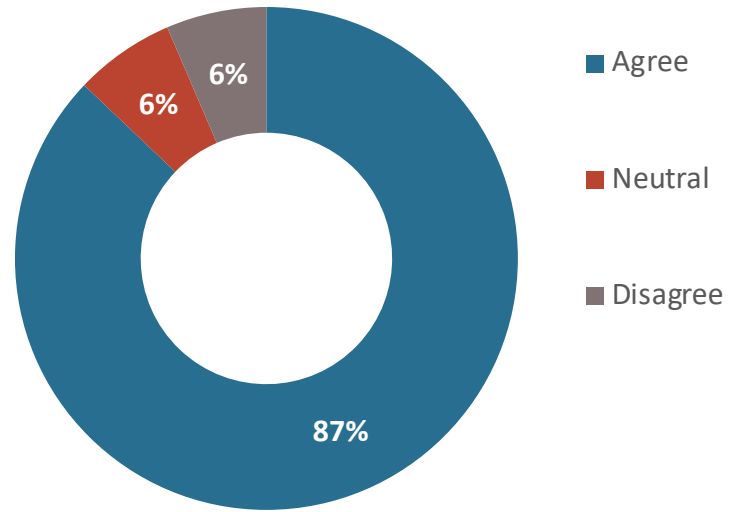
- 100% of respondents from colleges selected faculty fatigue and burnout as one of their most pressing challenges compared to 80% of respondents from universities.
- Respondents from colleges and universities were equally likely to select effective assessment practices as a pressing challenge.
- Respondents from universities were slightly more likely to select effective instructional practices for teaching online as a challenge.



Online Learning Definition



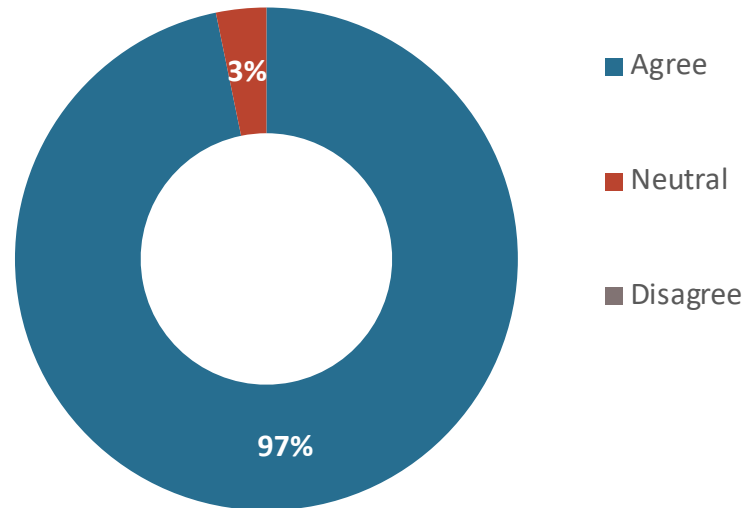
BC: ONLINE LEARNING means all instruction and interaction is fully online (synchronous or asynchronous)



Hybrid Learning Definition



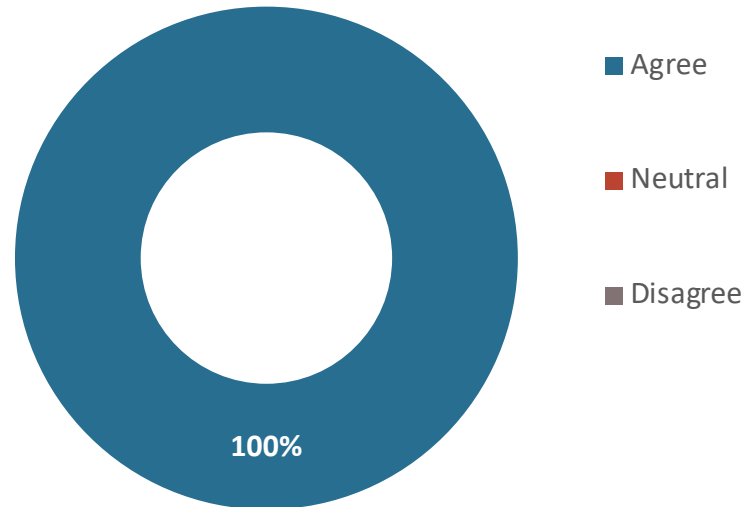
BC: HYBRID LEARNING means a blend of online and in-person instruction (online instruction is synchronous or asynchronous)



Hyflex Learning Definition

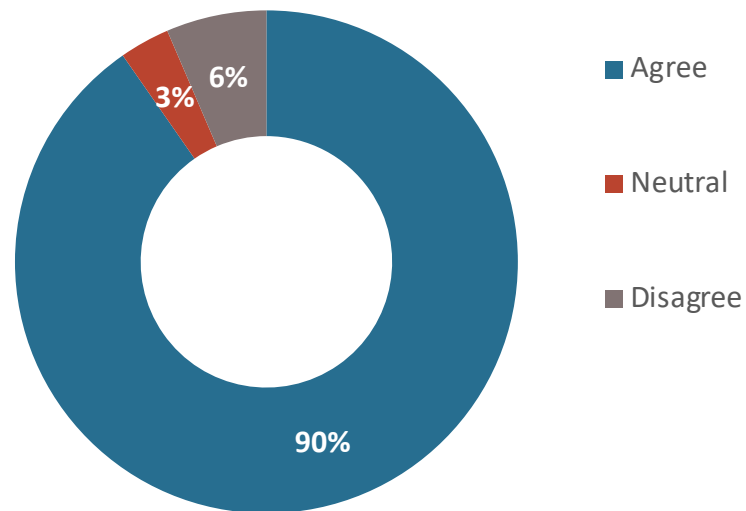


BC: HYFLEX LEARNING means instruction is available online and in-person and students can move between online and in-person



In-Person Learning Definition

BC: IN-PERSON LEARNING means all instruction takes place in an in-person setting



Definitions by Institution Type

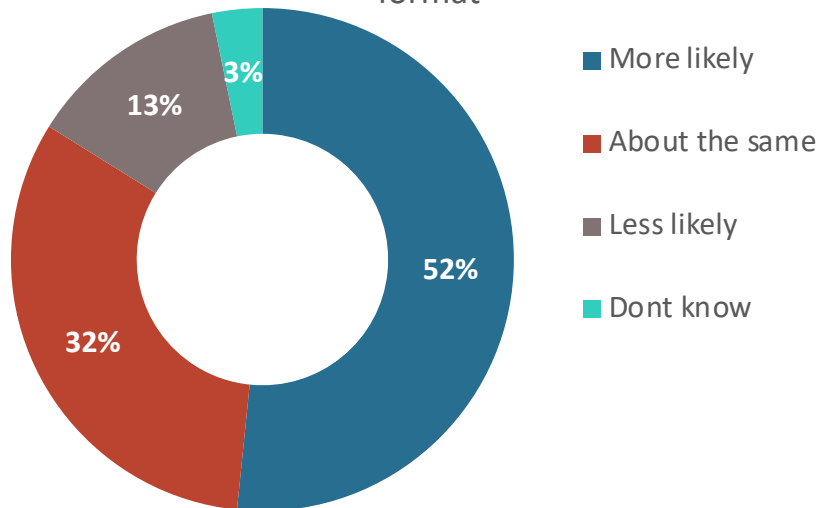
Respondents from colleges were more likely than respondents from universities to agree with the survey definitions for digital learning terms.



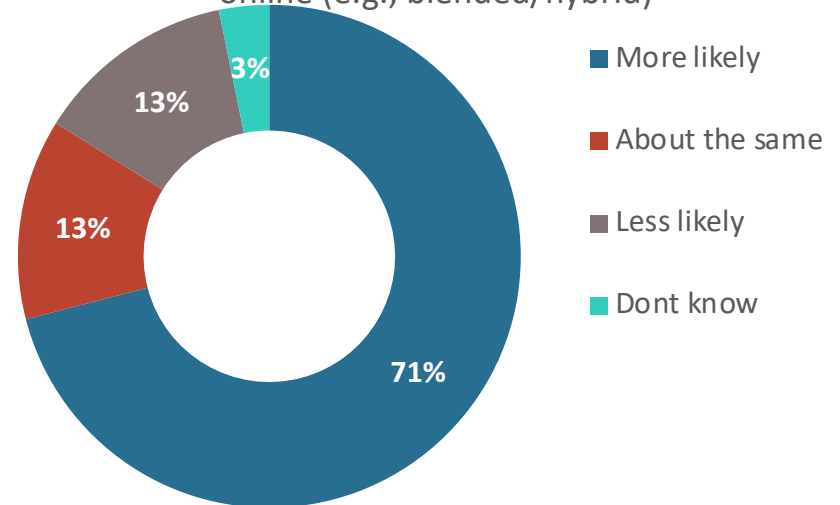
Future Trends



BC: Likelihood over next 24 months - Courses and/or programs being offered in a fully online format



BC: Likelihood over next 24 months - Courses and/or programs being offered in a partially online (e.g., blended/hybrid)



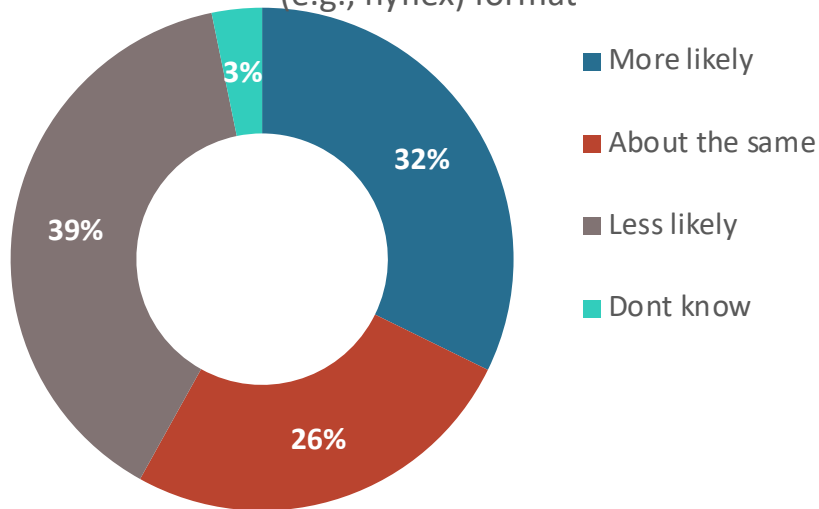
In BC, the anticipated trend toward increased online and hybrid courses was more pronounced in colleges than universities.



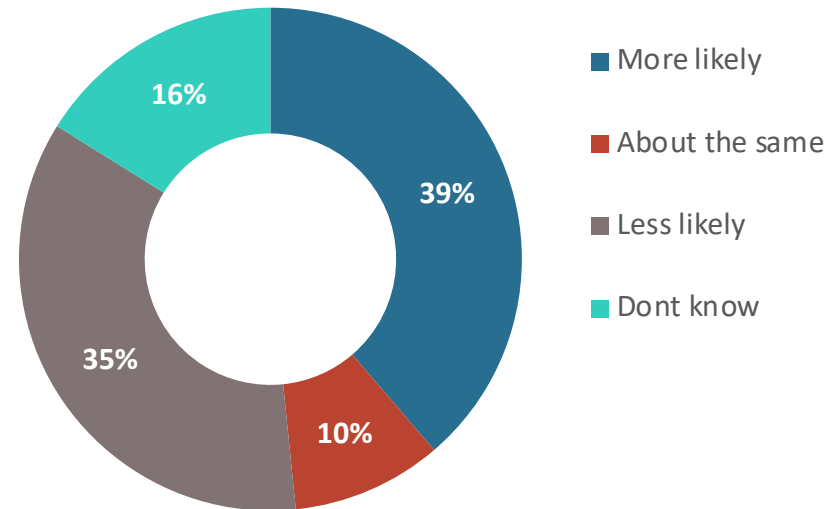
Future Trends



BC: Likelihood over next 24 months - Courses and/or programs being offered in a multi-access (e.g., hyflex) format



BC: Likelihood over next 24 months - Alternative credential offerings



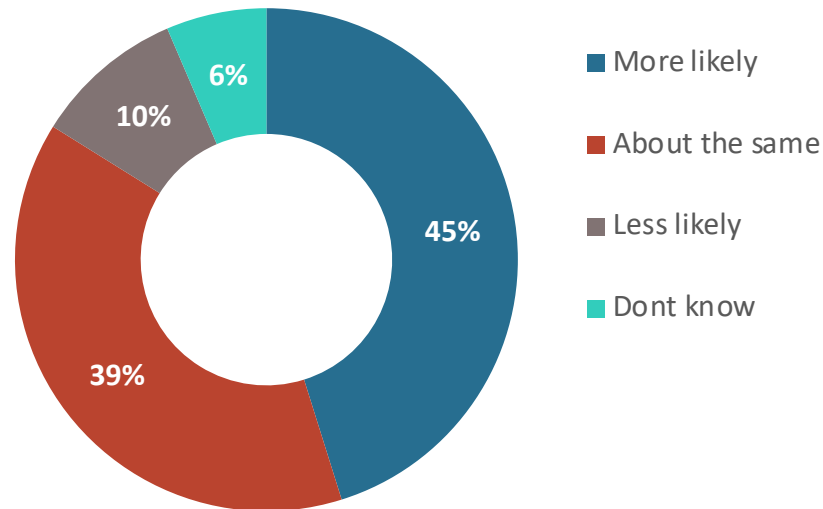
Respondents from colleges were more likely than respondents from universities to agree that their institution would likely offer more multi-access courses and more alternative credential offerings.



Future Trends



BC: Likelihood over next 24 months- Support for the use of Open Educational Resources (OER)



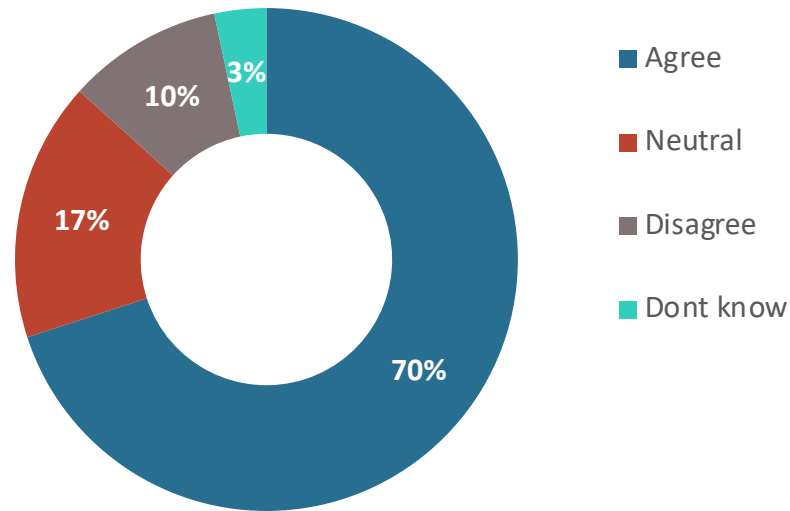
Slightly more respondents from colleges expected an increase in support for OER.



Faculty Support for OER



BC: My institution encourages faculty use of Open Educational Resources (OER).



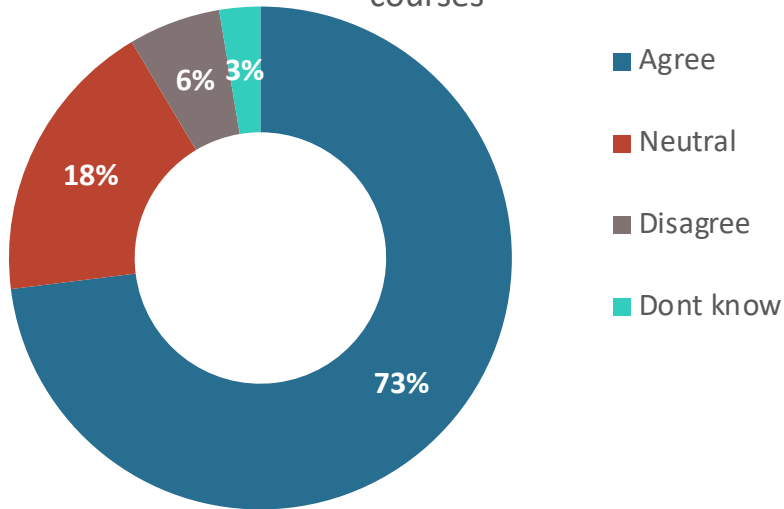
87% of respondents from colleges in BC agreed with this statement compared to 50% of respondents from universities.



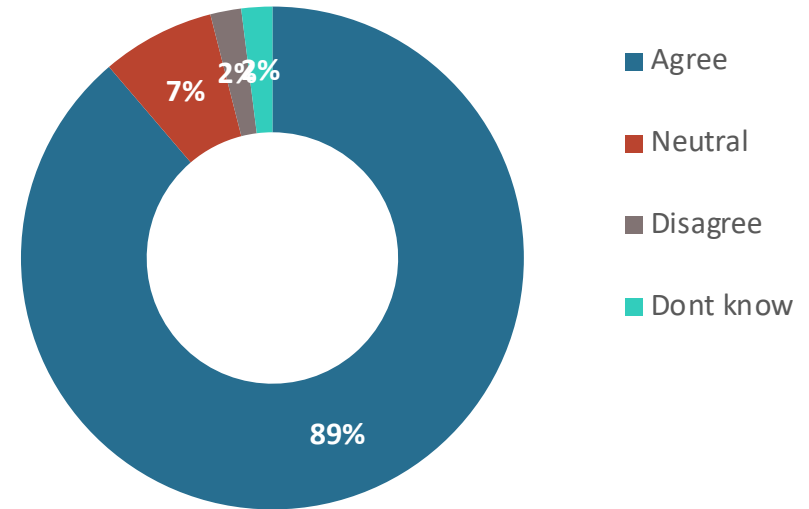


Student Preferences

BC: Students want more use of digital educational resources and technology in their courses



BC: Students want greater choice and flexibility in how they access their courses

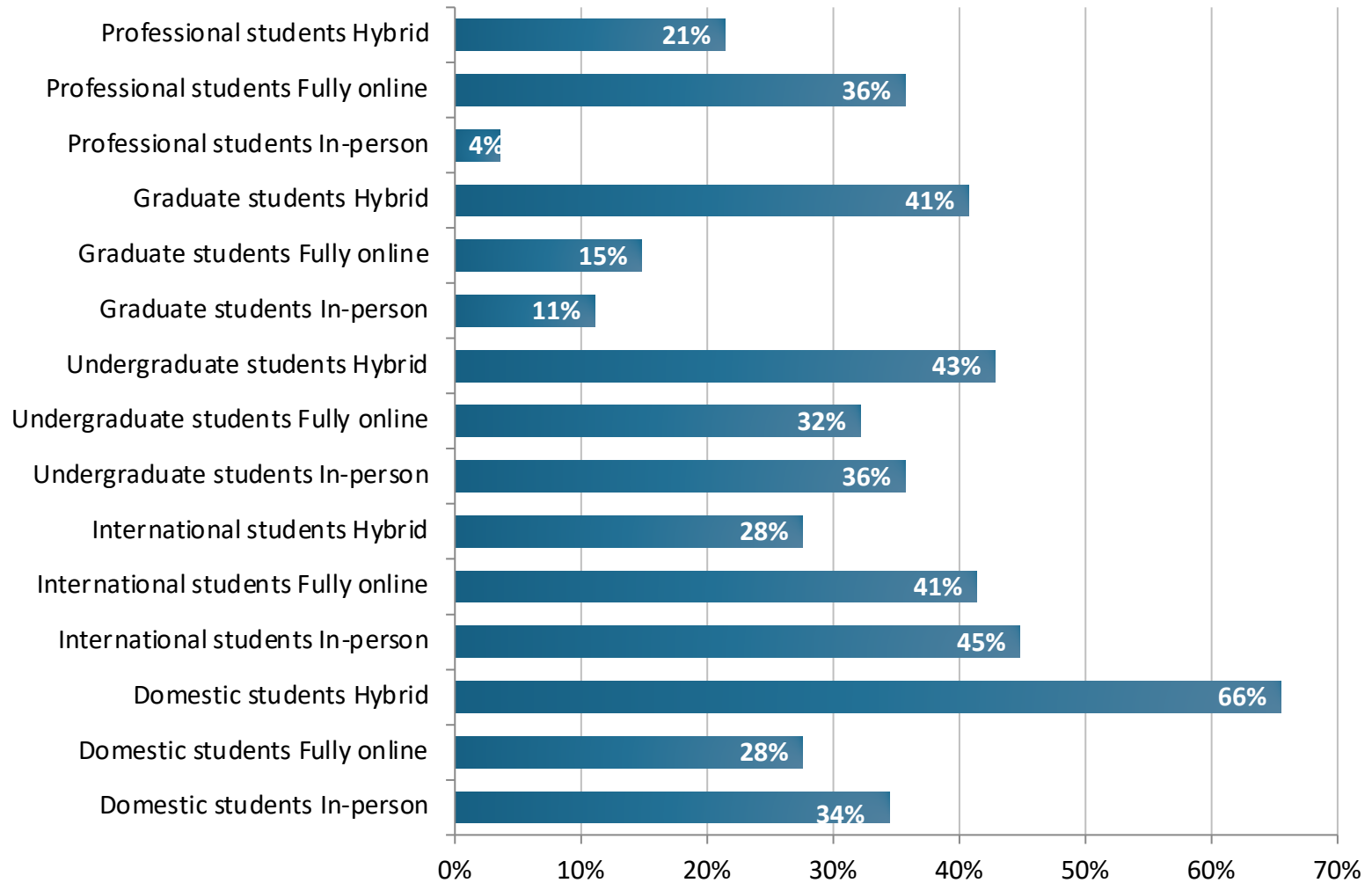


Respondents from colleges were more likely than respondents from universities to hold the perception that students want more use of digital resources and technologies in their courses.



Demand for Learning Modes

BC: Substantial demand



Thank You

We thank our sponsors, partners, and the respondents that participated in this study.

The CDLRA welcomes your insights and feedback:

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