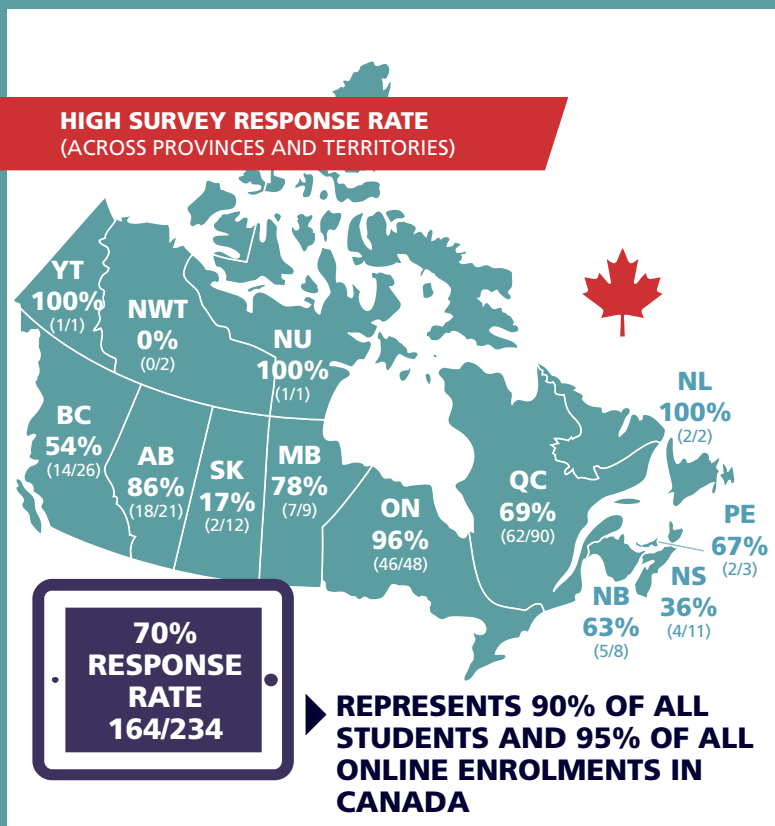




The Rise of Online Learning in Canadian Universities and Colleges

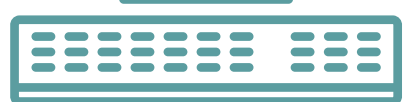
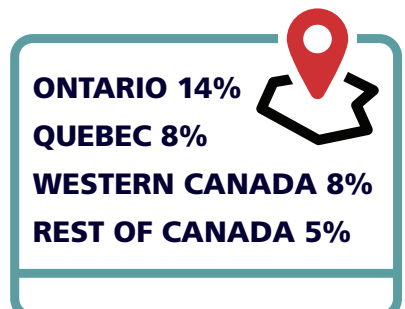
Select results from the 2019 national survey that tracks the development of online and digital learning in Canadian public post-secondary education

Survey conducted between June and August 2019 | Full survey results at onlinelearningsurveycanada.ca



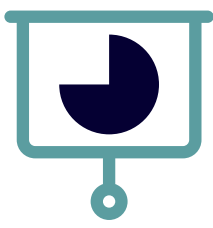
ONLINE LEARNING CONTINUES TO GROW WITHIN THE CANADIAN HIGHER EDUCATION SECTOR

ONLINE COURSE REGISTRATIONS GREW 10% NATIONALLY AND 14% IN FRANCOPHONE INSTITUTIONS



71% ANTICIPATE INCREASE IN NEXT YEAR'S ONLINE COURSE REGISTRATIONS

MORE THAN THREE QUARTERS OFFER ONLINE COURSES FOR CREDIT



76% OF CANADIAN INSTITUTIONS OFFER ONLINE COURSES FOR CREDIT

FREQUENT USE OF MULTIMEDIA AND TECHNOLOGY IN ONLINE LEARNING

LMS 93%



VIDEO 68%



LIVE ONLINE LECTURES 63%



MOBILE TECHNOLOGY 58%



SOCIAL MEDIA 50%



76% HAVE BLENDED LEARNING OFFERINGS

49% EXPECT THEIR BLENDED LEARNING ENROLMENTS TO INCREASE NEXT YEAR



MICRO-CREDENTIALS 36%

BADGES 32%

COMPETENCIES 28%

STACKABLE CREDITS 22%

BLOCKCHAIN 3%

OTHER 42%

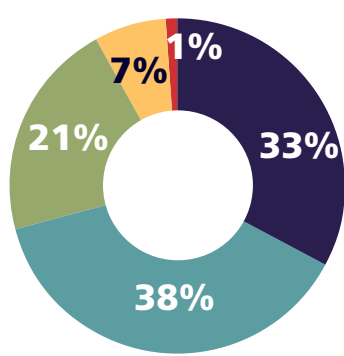


WIDE ADOPTION OF OPEN TEXTBOOKS
54% USE OPEN TEXTBOOKS



HOW IMPORTANT IS ONLINE LEARNING FOR YOUR INSTITUTION'S STRATEGIC/ACADEMIC PLAN?

- EXTREMELY
- VERY
- MODERATELY
- SLIGHTLY
- NOT AT ALL

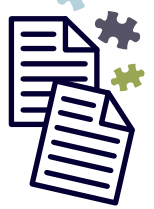


FORMAL POLICY OR STRATEGY FOR OER OR OPEN PEDAGOGY

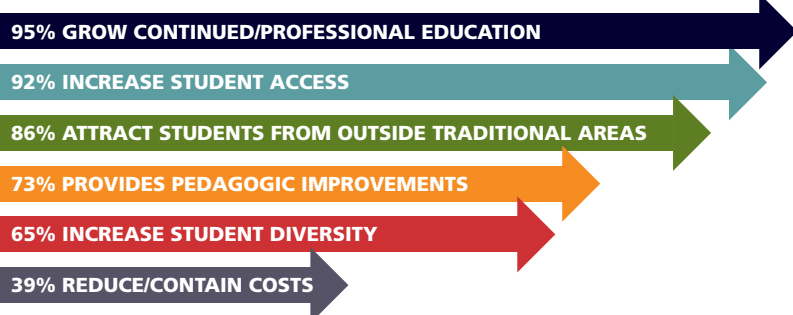
9% HAVE 39% EXPLORING

HEIGHTENED ATTENTION TO STRATEGIC PLANNING FOR ONLINE/DISTANCE LEARNING

12% FULLY IMPLEMENTED PLAN
30% PLAN BEING IMPLEMENTED
29% ARE DEVELOPING A PLAN



WHY IS ONLINE/BLENDED LEARNING IMPORTANT?



CONTINUED BARRIERS TO ONLINE LEARNING

- 89% ADDITIONAL FACULTY TIME REQUIRED
- 79% INADEQUATE TRAINING AND SUPPORT
- 61% ACCEPTANCE OF ONLINE BY FACULTY



PROFESSIONAL DEVELOPMENT

FOR TEACHERS NEW TO ONLINE

58% VOLUNTARY 17% OTHER
29% REQUIRED 11% NONE

FOR TEACHERS WITH EXPERIENCE TEACHING ONLINE

73% VOLUNTARY 10% OTHER
15% REQUIRED 11% NONE

