



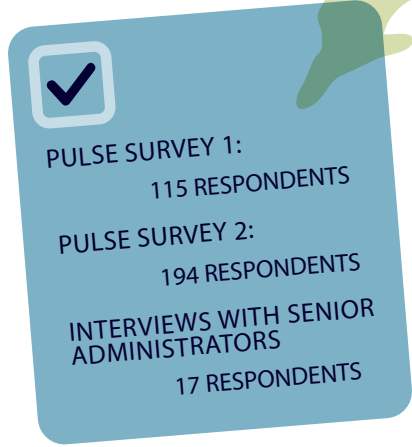
CANADIAN DIGITAL LEARNING

RESEARCH ASSOCIATION:

Perspectives of Ontario Administrators & Faculty, 2020

Full survey results at www.cdla-acrfl.ca

Ontario response rate for 2020 research studies



“...but this really brings home to people the fact that we can deliver globally, we can do whatever we need to do with a much broader audience.”

— Senior Administrator, College

Optimistic or pessimistic about the overall future of education



63% of Faculty and Administrators in Ontario are optimistic about the overall future of higher education

Optimistic or pessimistic about the future for your institution



69% of Faculty and Administrators in Ontario are optimistic about the future for their institution

Optimistic or pessimistic about your personal role in higher education



71% of Faculty and Administrators in Ontario are optimistic about their personal role in higher education

Value of partnerships in preparing for the Fall



Partnerships with other institutions in the province scored almost as highly (72%) as partnerships with technology and service providers (77%)



Is Ontario prepared to teach online? A readiness assessment

Although much progress was made in 2020, Ontario needs to continue to invest in professional development and resources to teach online effectively



I feel prepared to teach online this fall

76% of Faculty agree somewhat or strongly



Our faculty are prepared to teach online this fall

100% of Administrators agree somewhat or strongly



“I think a lot of things will stay online, or at least, be more blended than in the past now that instructors have built up the online content and expertise. I think that our plans to move certain things online will be accelerated as a result.”

— Senior Administrator, University

Desired Professional Development Topics

Assessment (85%) and pedagogical (83%) strategies, along with strategies for supporting students learning online (80%) were the most desired professional development



Desired Professional Development Methods

Access to an online resource hub with links to different trainings was rated as the most desirable method of professional development (75%)



Professional Development Recommended and/or Provided

93% of Faculty noted that live or recorded webinars were recommended and/or provided for professional development



Effectiveness of Professional Development

All types of professional development were rated as effective by 80% or more of Faculty. Training via an online resource hub was rated as effective by 98%.



50% of respondents in Ontario were concerned about their institutions capability to deliver equitable learning opportunities online



“In the future if we want to do more online learning, we would need more resources to help us with that. That’s an important point. And our faculty members also tell us the same thing.”

— Senior Administrator, University

SUPPORT PROVIDED TO STUDENTS IN ONTARIO

Ontario’s institutions leveraged existing technologies for emergency remote teaching to support the student experience

Emergency Remote Teaching Student Support

Online discussion boards (91%) or online polling or quizzes (85%) were the most frequently adopted supports for emergency remote teaching in 2020



Communicating with students outside of class sessions

94% of Faculty used email to communicate with students and 65% of Faculty also leveraged their institution’s Learning Management System



“In the context in which there are both faculty and students that are very comfortable with, and very uncomfortable with online learning, the challenge is to create a university in which both can make choices to access learning within an environment that supports them best.”

— Senior Administrator, University