



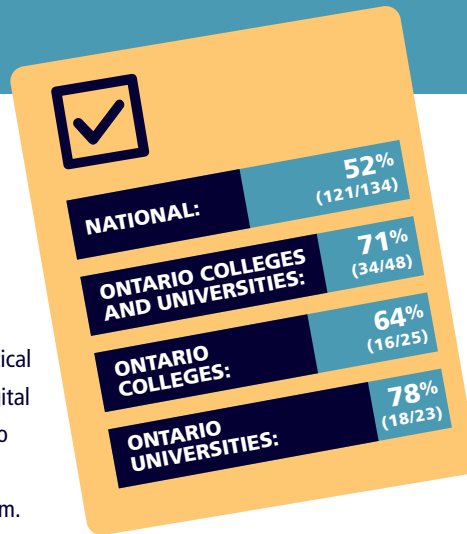
2021 Ontario Report: Tracking the Impacts of the Pandemic on Digital Learning in Ontario

Derived from the National Survey of Online and Digital Learning (Spring and Fall 2021)

Survey Overview

Total survey response rate from Ontario's publicly funded colleges and universities:

Ontario's publicly-funded post-secondary institutions include Indigenous Institutes, colleges, and universities. eCampusOntario and the CDLRA affirm that the voices, perspectives, and histories of Indigenous Peoples are critical for the understanding of the landscape of online and digital learning. eCampusOntario and the CDLRA are working to ensure future reports include Indigenous Institutes as an equal and third pillar in the Ontario postsecondary system.

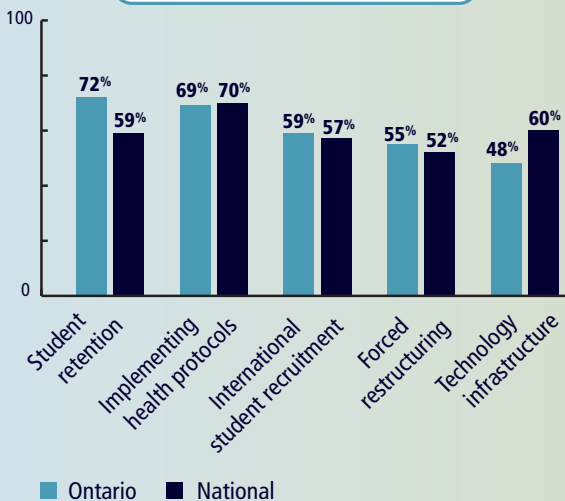


The purpose of the 2021 National Survey of Online and Digital Learning was to explore key issues in digital learning and to assess the impact of the COVID-19 pandemic on digital learning at publicly funded postsecondary institutions in Canada. The following insights were derived from respondents from Ontario publicly-assisted colleges and universities. The survey was sent directly to key administrative contacts at institutions who answered on behalf on their institutions. A full Ontario report will be made available in early 2022 (<http://www.cdlra-acrfl.ca/publications/>).

Challenges of the Pandemic (2020-2021)

Institutional Operations

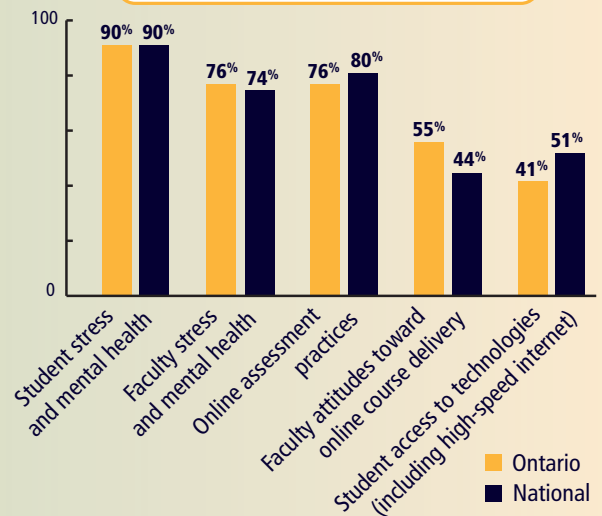
Top 5 Institutional Operations Challenges



Respondents were asked to select the most pressing challenges affecting institutional operations (left) and the most pressing challenges faced by their faculty and students in 2020-2021 (right).

Faculty and Students

Top 5 Challenges Related to Faculty and Students



Changes Anticipated by Ontario Colleges and Universities



77%
anticipate adding one or more programs.



82%
anticipate more choices in delivery method.



76%
anticipate more alternative credential offerings.

Institutional Definitions of Delivery Methods

As the Ontario postsecondary sector shifts from emergency remote teaching and learning to digital-by-design approaches, it is important that we develop and share vocabulary related to methods of learning delivery. In the 2020-21 National Survey, Ontario colleges and universities were asked about their institutional definitions of key terminology related to the modes of learning spectrum described by the CDLRA in 2021.

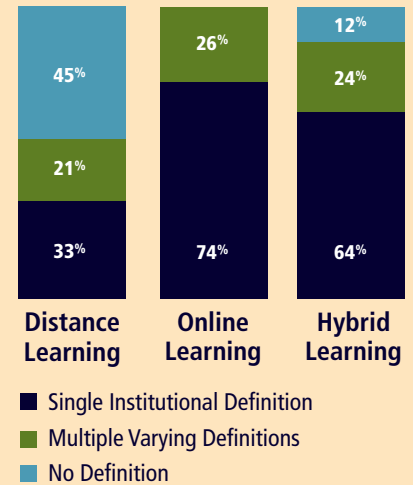
The Modes of Learning Spectrum

"In order to effectively track and investigate the evolution of digital learning in Canada, common definitions are critical, and some institutions may need to modify their existing definitions. [...] The Modes of Delivery Spectrum is proposed to provide a framework for common understanding and it is designed in such a way that the definitions will hold their meaning over time (as technologies and ways of teaching and learning continue to advance)" (Johnson, 2021).

[Link here](#) for more information.

Distance Learning (Remote Learning)	Offline Distance Learning (e.g. print resources sent by mail)
	Online Learning (all instruction and interaction is fully online; synchronous or asynchronous)
	Hybrid Learning (Blended Learning) (blend of online and in-person instruction; online is synchronous or asynchronous)
In-Person Learning (Face-to-Face Learning, On-Campus Learning)	In-Person Technology-Supported Learning (in-person instruction is technology-supported, use of digital resources)
	In-Person Learning (no technology or digital resources)

Institutional learning delivery definitions



Additionally, HyFlex (Hybrid + Flexible) models prioritize learner choice and autonomy. Learners select day-to-day how they will engage in their hybrid learning (i.e., in-person or virtual, synchronous or asynchronous). To learn more about Hybrid Futures, please visit eCampusOntario's 2021 Foresight Report: Hybrid Futures ([Link here](#)).

Teaching and Learning in 2021-22



84% of institutions anticipate greater use of digital teaching materials.



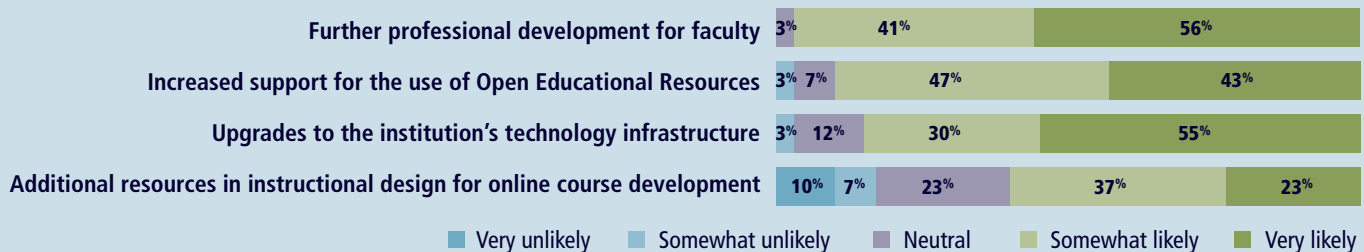
90% of institutions anticipate increased support for the use of Open Educational Resources.



94% of institutions anticipate greater use of technology.

Supporting Educators in 2021-22

The majority of Ontario colleges and universities anticipate the following supports will be available to educators in 2021-22.



"What is now needed are faculty development workshops geared toward integrating these new approaches and techniques [that emerged during the pandemic] from a thoughtful pedagogical and design perspective to ensure that such innovative ways are maximized for teaching and learning."

Quote provided by a participant in a qualitative study on the perspectives of teaching and learning leaders (the Teaching and Learning Study, 2021)

