Digital Learning Pulse Survey

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http://bayviewanalytics.com/
Project Partners:

- OLC Online Learning Consortium
- WICHE Cooperative for Educational Technologies
- UPCEA University Professional and Continuing Education Association
- Bay View Analytics
- Canadian Digital Learning Research Association
- Cengage
Four Surveys

- **April 2020:**
  - 897 faculty and administrators, 672 institutions from 47 states.

- **August 2020:**
  - 887 faculty and administrators, 597 institutions from 45 states.

- **December 2020:**
  - 1,702 faculty and administrators, 1,204 institutions from 50 states.

- **April 2021:**
  - 1,286 faculty and administrators, 856 institutions from 47 states, plus 1,469 students
Spring 2020: Emergency Remote

• Massive institutional response at all levels.
• 97% of institutions used faculty with no online teaching experience.
• A majority of faculty (56%) used new teaching methods.
• Faculty's most pressing concern was additional support for their newly online students.
• The uncertainty around the upcoming fall created sense of anxiety for faculty and administrators.
• Professional development at the top of everyone’s wish list
August: Preparing for Fall

- Faculty had multiple opportunities for professional development
  - Only 3% of faculty reported no professional development.
- All professional development was perceived as effective.
- Faculty felt prepared and ready to deliver their courses online.
- Student equity remained a concern for both faculty and administrators.
- Faculty were more optimistic than pessimistic about their future.
December 2020: We made it!

- Faculty were mainly satisfied with student learning.
- Most faculty changed their teaching practices compared to prior to the pandemic.
- Faculty expected that their teaching will continue to be different following the pandemic.
- Video-based technologies were heavily used by faculty, with use anticipated to continue post-pandemic.
- Faculty and administrators were more optimistic about using digital materials than pre-pandemic.
- Faculty and administrators were more optimistic about online learning than pre-pandemic.
April 2021: Checking in

Letter grade for how well Spring 2021 courses are meeting educational needs

- **Student:**
  - A: 29%
  - B: 47%
  - C: 13%
  - D: 10%
  - F: 10%

- **Faculty:**
  - A: 46%
  - B: 10%
  - C: 10%

- **Administrator:**
  - A: 25%
  - B: 56%
Students want option for online

Preferences for my post-pandemic academic experiences

- Take some of my courses in a fully-online format.
  - Strongly agree: 46%
  - Somewhat agree: 27%

- Take some of my courses as a combination of in-person and online instruction
  - Strongly agree: 33%
  - Somewhat agree: 35%

- Have more technology in my fully in-person courses.
  - Strongly agree: 38%
  - Somewhat agree: 30%

- More digital resources in my courses.
  - Strongly agree: 37%
  - Somewhat agree: 30%

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Faculty: Positive online and digital

Faculty changes in attitudes since prior to the pandemic

- Online learning: 58% More optimistic, 27% No change, 15% More pessimistic
- Courses that combine in-person and online instruction: 56% More optimistic, 29% No change, 15% More pessimistic
- Use of digital materials: 48% More optimistic, 47% No change, 5% More pessimistic
- Open Educational Resources (OER): 29% More optimistic, 65% No change, 5% More pessimistic
- Online exam proctoring: 18% More optimistic, 52% No change, 31% More pessimistic
Future: A New Appreciation for Online Instruction

• Many faculty, if not most, had a negative opinion about online learning prior to 2020.
• Nearly learned and used new instructional techniques and gained a new appreciation of online education.
• Faculty received professional development that can support them and their institutions well into the future.
• Faculty attitudes towards online learning are now much more positive than pre-pandemic
Future: Instruction Will Include More Technology Use

• Faculty are now familiar with incorporating video, digital materials, and OER into any mode of course delivery.
• Considerable professional development for faculty on how best to use the tools.
• Institutions expanded their infrastructure and ramped up support the use of such tools.
• Students are requesting more technology in their courses.
• Faculty expect to include more technology in all of their courses, even those delivered face-to-face.
Future: Growing Use of Digital

• Faculty, student, and administrative attitudes towards digital materials are now much more positive than pre-pandemic.
• Previously many faculty did not use digital materials because of negative student feedback – students opinions have changed.
• are now familiar with incorporating video, digital materials, and OER into any mode of course delivery.
• Considerable professional development for faculty on how best to use the tools.
• Institutions expanded their infrastructure and ramped up support the use of such tools.
• Students are requesting more technology in their courses.
• Faculty expect to include more technology in all of their courses, even those delivered face-to-face.