Survey on "Digitally enhanced learning" - results, 24 August 2020

- Conducted from April-June 2020 under the DIGI-HE project by EUA & partners
- Online questionnaire to European HEIs – requesting response from leadership (1 response per institution
- 368 responses from institutions in all EHEA countries
- Some longitudinal data – comparison with EUA's 2014 survey
- Survey results will be published in autumn. The following is a summary of the main findings which have yet to be published. Therefore, please do not circulate further.

1) Responses to Covid-19

April/May: 95% shifted to distance learning - throughout the institution (4% - some faculties)

Other impact of the Covid Crisis:

- plans for enhancing digital capacity in the future beyond the crisis (75%)
- exploring new ways of teaching (92%)
- Enhanced online library use (65%)

N.B.: Apart from these questions, for the rest of the survey, institutions were asked to report the pre-crisis situation

2) Attitudes towards and support for digitally enhanced learning

How would you describe your institution's position towards digitally enhanced learning and teaching?	Agree	Disagree	I do not know/not applicable
a) It is a strategic priority for the institution	77%	17%	6%
b) It is widely used throughout the institution	57%	36%	7%
c) Staff have a positive attitude towards it	62%	20%	18%
d) Students have a positive attitude towards it	73%	11%	16%
e) It brings benefits to the student experience	80%	7%	13%

- Most institutions (80%+) offer digital skills training, have online repositories for educational materials, a centre or unit that supports teachers on digitally enhanced learning & teaching.
- Slightly less common are online platforms for exchange and collaboration of teachers (75%)

3) Top 3 benefits of digitally enhanced learning

- It encourages the revision of teaching methods and innovates pedagogies
- It makes learning and teaching more flexible, regarding time and place
- It enables the monitoring of study progress and creates data on student learning

4) Transformative impact over the past and coming 5 years

At least half of the respondents felt that at their institutions <u>over the past 5 years</u> digitalisation contributed to major transformation of

- Learning and teaching methods and provision (77%)
- Collaboration with other HEIs (nationally, and even more internationally), and in relation to international students
- Provision of open learning opportunities
- But less (41-48%) found that digitalisation contributed to transformation of collaboration outside of HE (industry, society), virtual mobility and collaboration, and widening access

Asked about the <u>next 5 years</u>, 70% or more expect transformative impact on all these issues.

5) Obstacles and enablers (asked to pick their top three choices)

Top 3 barriers to digitally enhanced learning and teaching at your institution?		
a) Lack of staff resources	1	51%
b) Lack of external funding opportunities	2	40%
c) Difficulty to devise a concerted approach for the entire institution (e.g. policies, management processes)	3	+30%
d) Lack of staff motivation	4	
e) Lack of digital infrastructure (e.g. insufficient internet, insufficient equipment)		+20%
f) Lack of support for professional development		
g) National regulation		-20%
h) Lack of support and maintenance services for digital technologies		
i) External QA		

Top 3 enablers of digitally enhanced learning and teaching at your institution?		
a) Proactive participation of staff and students	1	74%
b) Professional development and training	2	59%
c) Our strategy	3	43%
d) Major investments in equipment and infrastructure	4	39%
e) Projects, cooperation, national initiatives		+20%
f) Projects with other partners (e.g. industry)		9%