The New Digital Education Landscape
Findings from the UCISA Technology Enhanced Learning pulse survey

UCISA Digital Education Group
@UCISA_DEG
EUNIS congress 2023

connect share transform

ucisa
Presenters

Julie Voce
Head of Digital Education
City, University of London

Melanie Barrand
Digital Systems Lead
University of Leeds
<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings from TEL pulse survey</td>
<td>20 mins</td>
</tr>
<tr>
<td>Group discussions – Part 1</td>
<td>15 mins</td>
</tr>
<tr>
<td>Group discussions – Part 2</td>
<td>15 mins</td>
</tr>
<tr>
<td>Wrap up</td>
<td>10 mins</td>
</tr>
</tbody>
</table>
About UCISA

Member-led professional body for digital practitioners in education

- Organises regular **events and conferences**
- Runs regular surveys of sector use of IT
- Provides **toolkits and best practice guides**
- Offers a range of **special interest groups and communities of practice**, such as Corporate Information Systems, Digital Capabilities, Support Services, Security, Project and change management, Women in Tech.
About the survey

• UCISA Technology Enhanced Learning (TEL) survey running since 2001
  • Previous reports available along with case studies and video panel sessions

• Survey of adoption and support for TEL within UK Higher Education

• Conducted by members of UCISA Digital Education Group with support from The Research Partnership

• 2022 pulse survey
  • Shorter version of survey (16 questions) focussing on four key areas: TEL tools, how TEL supports course delivery, TEL staffing and future plans
  • Sent to Heads of E-learning (or equivalent) in June/July 2022
  • Responses from 76 UK HE institutions (50% response rate)
Acknowledgements - Survey team

- Julie Voce, City, University of London
- Richard Walker, University of York
- Athina Chatzigavriil, King’s College London
- Adam Craik, University of Hull
- Melanie Barrand, University of Leeds
- Nick Smith, The Research Partnership
Topic 1: TEL Reviews

Photo by Markus Winkler on Unsplash
Institutions have undertaken institutional review in the last two years.

Top six tools reviewed in 2022 compared with 2020 data:

- Virtual learning environment: 77% (2020) vs. 69% (2022)
- Polling tools: 23% (2020) vs. 41% (2022)
- Digital accessibility tools: 37% (2020) vs. 37% (2022)
- Lecture capture: 43% (2020) vs. 35% (2022)
- Digital exams: 32% (2020) vs. 30% (2022)
- Learning analytics: 20% (2020) vs. 30% (2022)
Institutions are undertaking review in the next two years. Top six tools to be reviewed in the next two years:

- 53% Virtual learning environment
- 38% Lecture capture
- 34% ePortfolio
- 32% Learning analytics
- 28% eAssessment (e.g. quizzes)
- 26% Digital exams
UCISA VLE review toolkit

www.ucisa.ac.uk/Resources/VLE-review-toolkit

Envisioning
Specifying
Procuring
Implementing
Delivering the benefits

connect share transform

© ucisa 2023
Topic 2: TEL Staffing
Staffing levels continue to change

In last two years:

- 54% Institutions increased permanent TEL staff
- 23% Institutions increased fixed-term TEL staff
- 39% Changed existing roles/incorporated other duties

In the near future:

- 34% Institutions foresee increase in permanent TEL staff
- 16% Institutions foresee increase in fixed-term TEL staff
- 20% Foresee change of existing roles/incorporation of other duties
Topic 3: New demands
Top three developments making new demands on support

- 27% New modes of delivery
- 24% Hybrid/hyflex
- 24% Accessibility
Course delivery – blended learning

Blended learning
(lecture notes & supplementary resources)
- Extensively across the institution: 2022 81%
- Across some schools/departments: 2022 12%

Blended learning
(active learning)
- Extensively across the institution: 2022 36%
- Across some schools/departments: 2022 49%
Course delivery – hybrid/hyflex and fully online

Hybrid/HyFlex delivery:
- Extensively across the institution: 2022 9%
- Across schools/departments: 2022 28%
- Individual teachers: 2022 34%

Fully online delivery:
- Extensively across the institution: 2022 9%
- Across schools/departments: 2022 61%
- Individual teachers: 2022 12%
Percentage of institutions where these tools are used in 50% or more of their courses (Top 6 of 10 tools)

- VLE: 96%
- Text matching: 85%
- Reading lists: 76%
- Lecture capture: 74%
- CMS: 73%
- Webinar: 73%
Any questions?
Discussion – in groups

Table 1 – TEL Reviews

Table 2 – TEL staffing

Table 3 – New demands on support

Table 4 – Wildcard
Discussion: TEL reviews

• Do you have a review policy? When are they undertaken? Periodic reviews?

• How has the pandemic changed your approach to TEL reviews?

• Have your reviews become more homogeneous (i.e. reconciling multiple platforms to institutional level) or more heterogenous (i.e. new autonomy at faculty/school/dept level)?
Discussion: TEL staffing

• Have the types of roles in your team changed? If so, how?
• What new roles do you envisage for your team?
• Have there been any challenges connected to the increase in staff?
• Has the remit of your team changed?
Discussion: New demands on support

• What changes has your institution made to the teaching model?
• How have you been responding to the accessibility legislation?
• How has the centrally-supported expansion of TEL tools impacted the support provided?
Discussion: Wildcard

• Any other topic of interest!
Further information

• Full survey results are available on the UCISA website.

• Keep in touch via Twitter @UCISA_DEG or Jiscmail UCISA-DEG

• Any questions, please contact Julie Voce – Julie.voce@city.ac.uk