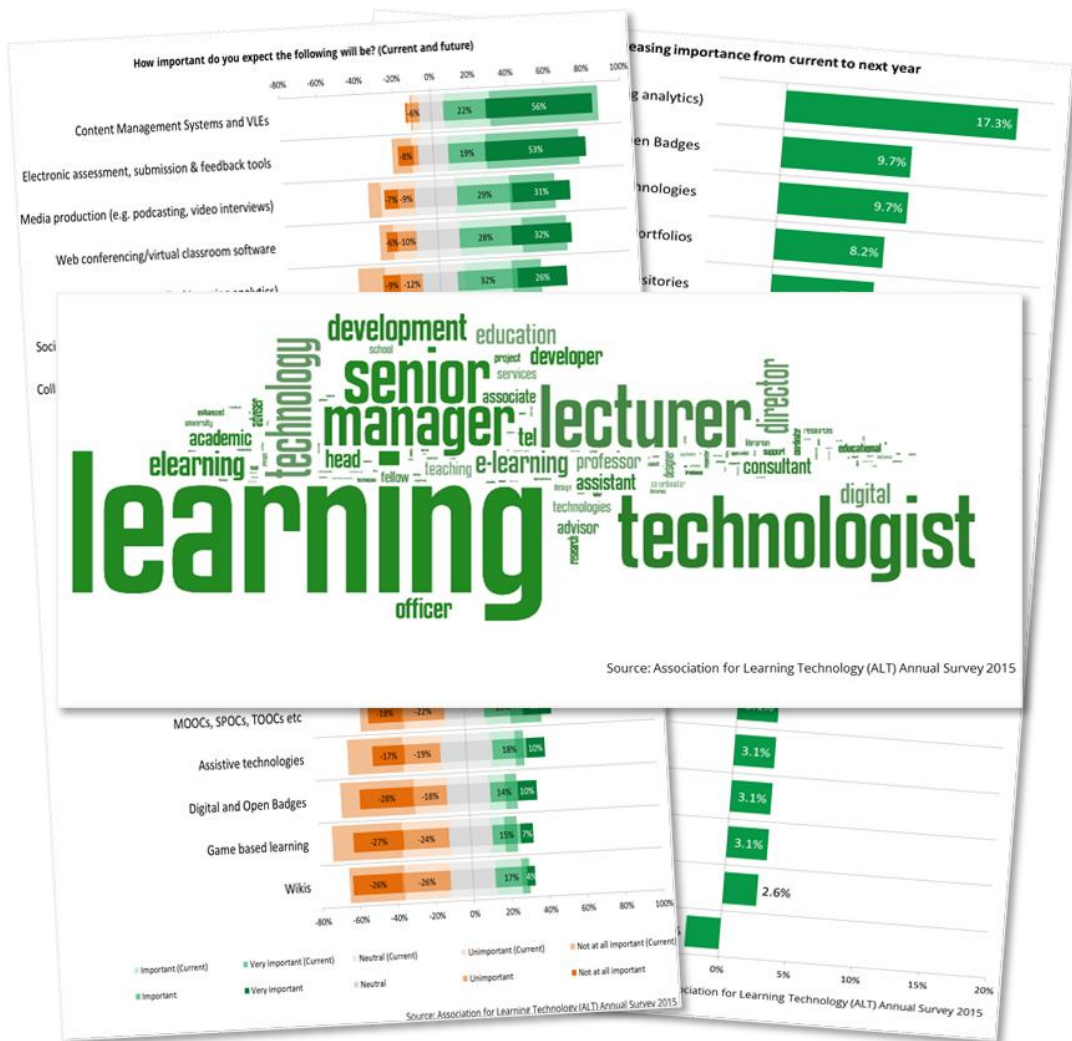


# Reporting from the Annual Survey 2015





# 1 Summary

ALT's charitable objective is *"to advance education through increasing, exploring and disseminating knowledge in the field of learning technology for the benefit of the general public"*. Fulfilment of this objective is addressed in the (2014-2017 ALT strategy <http://repository.alt.ac.uk/2330>). The purpose of this survey is to engage primarily with ALT members, but also the wider community, to:

- ◇ Help map the ALT strategy to practice within our community in order to better meet and represent our members' needs;
- ◇ Show how Learning Technology is used across sectors;
- ◇ Understand current and future practice.

This is the second report of the ALT's Annual Survey which was open for responses between the 1<sup>st</sup> December 2015 and 17<sup>th</sup> January 2016. In total 196 responses have been analysed as part of this report. Given a number of core questions remain unchanged between this and the 2014 edition of the survey analysis includes data from the previous survey<sup>1</sup>.

Analysis of the survey responses indicates a number of areas ALT should continue to support and develop. Priorities for the membership continue to be the **'Intelligent use of learning technology'** and **'Research and practice'** and overall there is an **increased use by ALT Members in the journal Research in Learning Technology**, events including the Annual Conference and social media. ALT's aim of **'Communication'** continues to be important to our members and as part of this we recognise the need for continued support of Special Interest and Members Groups, engaging members more and supporting the dissemination of their voice in the community. As part of this the survey indicates more work needs to be done in raising the awareness and engagement in the #ALTC Blog.

The survey also reveals that **'Data and Analytics'** continues to be an emerging important area of work for our members. This mirrors the response to the 2014 Annual Survey suggesting there is more work to be done supporting this area.

The survey is again a reminder that ALT has an important role in enabling members to develop research and practice in areas which might be considered as minority interest. For example, whilst the majority of respondents didn't indicate areas such as **'Digital and Open Badges'**, and **'Game Based Learning'** as important these areas had some of the biggest gains in the level of perceived importance for 2016.

Whilst **'professional incentives'** were recorded as the weakest enabler for engagement in learning technology this driver, along with **'staff development opportunities'**, saw the biggest increases in importance when compared to the 2014 survey results suggesting ALT's Certified Membership of ALT (CMALT) is well placed to meet the sectors emerging needs in this area.

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<sup>1</sup> <http://repository.alt.ac.uk/2358/>

## 1.1 Key points

- ◇ The survey received 196 responses 91% (n. 179) from ALT Members
- ◇ 87% (n. 171) responses were from the HE sector and 13% (n. 26) from FE.
- ◇ Current areas of work respondents thought were the most important or very important:
  - content management systems and VLEs;
  - electronic assessment, submission and feedback; and
  - web conferencing and virtual classrooms;
- ◇ In future areas of important work media production will be more important than web conferencing.
- ◇ Data and Analytics has the biggest jump in perceived importance for 2016 with a 17.3% increase in the percentage of responses indicating this area was going to be important or very important this year.
- ◇ Respondent's agreed or strongly agreed that the key enablers and drivers for the use of learning technology were:
  - engagement from students and learners;
  - colleagues' knowledge and expertise;
  - colleagues' commitment; and
  - institutional culture.
- ◇ Compared to 2014 staff development opportunities are increasingly seen as a driver/enabler of engaging in the use of learning technology.
- ◇ Ranked by 1st and 2nd order respondent's identified ALT's aims in order of priority as:
  1. Intelligent use of learning technology
  2. Research and practice
  3. Communicating
  4. Leadership and professional development
  5. Strategy and policy
  6. Representing members
- ◇ Respondents indicated overall increasing use of ALT member benefits including events and social media channels.

Both this report and the anonymised survey data have been released under a Creative Commons Attribution 4.0 Licence and are available to download from <https://repository.alt.ac.uk/2365>.

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## 2 Responses

The survey was open for responses between 1<sup>st</sup> December 2015 and 17<sup>th</sup> January 2016. The survey questions are included in this report's appendix. The questions in for the 2015 survey were revised from 2014, these changes are highlighted in the report appendix. As with the 2014 survey the campaign for responses included a news item on the ALT website, push via ALT's social media channels and directly emailing ALT members and whilst the demographic is different we suggest that a similar audience has responded to the survey. In total there were 196 responses to the survey.

The following section of this report gives a summary of the survey responses. The section has been broken into four parts grouping responses around:

- ◇ Current and future important areas of work;
- ◇ Enablers and drivers of learning technology;
- ◇ Engagement with ALT; and
- ◇ Who responded to the survey

## 2.1 Current and future important areas of work

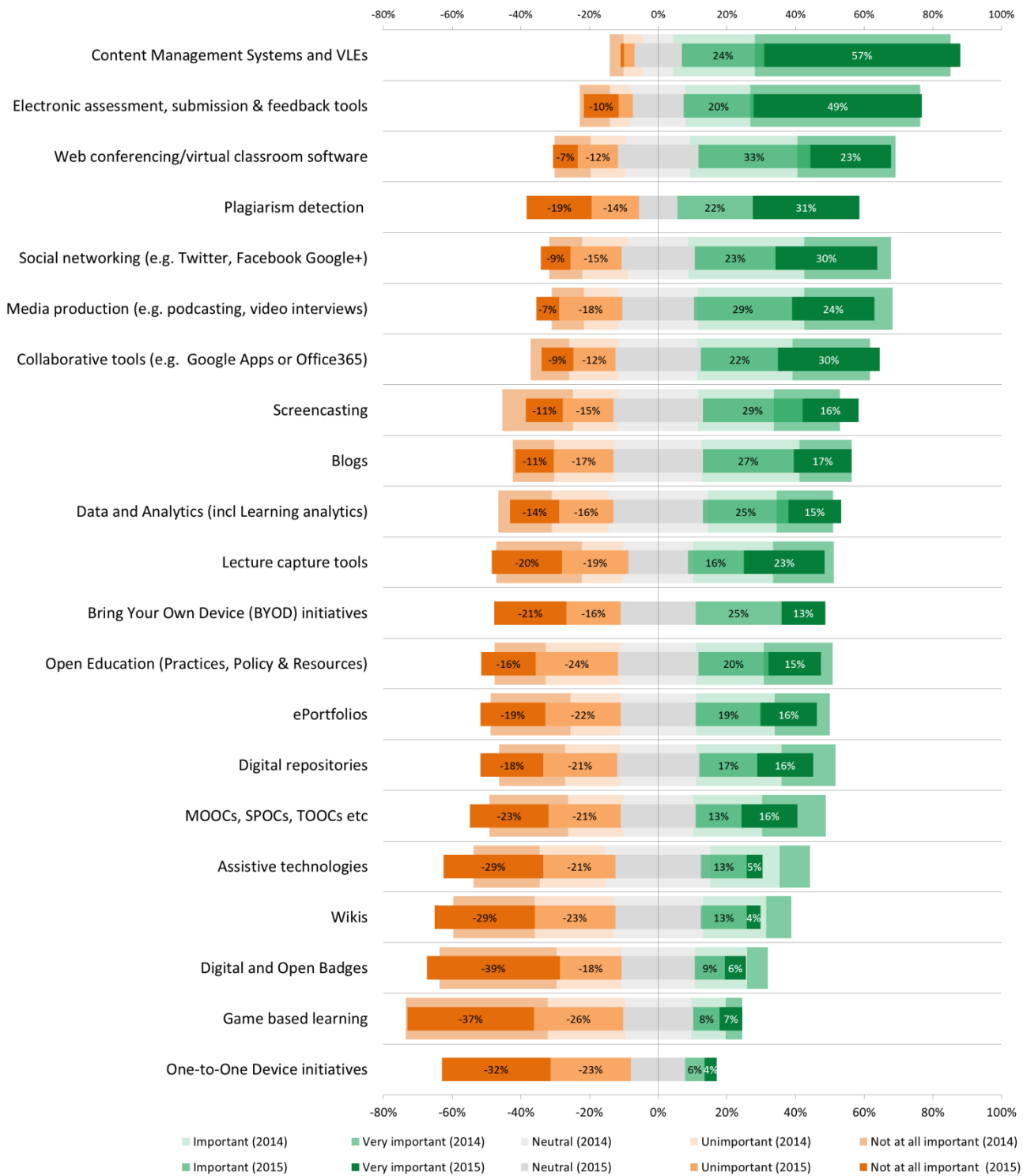
Figure 2.1 summarizes the varying importance of current areas of practice within Learning Technology comparing responses from 2014 and 2015. The 2015 edition included three new areas – plagiarism detection; bring your own device initiatives; and one-to-one initiatives – and as such a comparison to 2014 is not possible. A number of areas maintain similar levels of importance with current work, content management systems remaining a top priority. The survey responses indicate that areas such as screencasting and collaborative tools are more important for current work in 2015 than 2014. Conversely areas such as ‘MOOCs, SPOCs, TOOCs’, assistive technologies, wikis and digital and open badges are seen as less important within the respondents current work. Whilst some areas remain minority interests it is important to acknowledge that ALT has a role in increasing knowledge in all fields of learning technology.

In Figure 2.2 the responses for areas of importance for the coming year are summarized comparing data from 2014 and 2015. None of the areas have had significant increases in importance in the 2015 responses compared with 2014 responses. A number of areas are however perceived not to be as important in future work which include open education, ‘MOOCs, SPOCs, TOOCs’, assistive technologies, and digital and open badges. In some areas such as MOOCs it could be argued that the hyperbole has passed. It is unclear whether the decrease of interest in this area has impacted similar areas such as open education and open badges.

In Figure 2.3 responses from current and future areas of importance from the 2015 survey are presented. The graph highlights the growing importance of a number of areas for the coming year. These changes are highlighted in Figure 2.4 which graphs the change in the percentage of areas marked important or very important for the current and next year. This highlights the biggest changes for data and analytics; digital and open badges; assistive technologies. When the areas are ranked by total percentage of important or very important (shown in Figure 2.5) it is worth noting that whilst digital and open badges, and assistive technology have some of the biggest increases in importance they are still relatively low ranked. In Figure 2.5 we can see that when items are graphed by relative rank changes based on total percentage of important or very important media production displaces web conferencing and social networking in terms of future importance.

The 2015 Annual Survey also introduced the opportunity for respondents to provide free text responses to the question ‘What other current or emerging area (technical or pedagogical) will be important for you in the coming year?’ Responses to this question are summarised in Figure 2.6. As can be expected there is a diversity of responses. Areas mentioned by more than one respondent include virtual reality and custom application development.

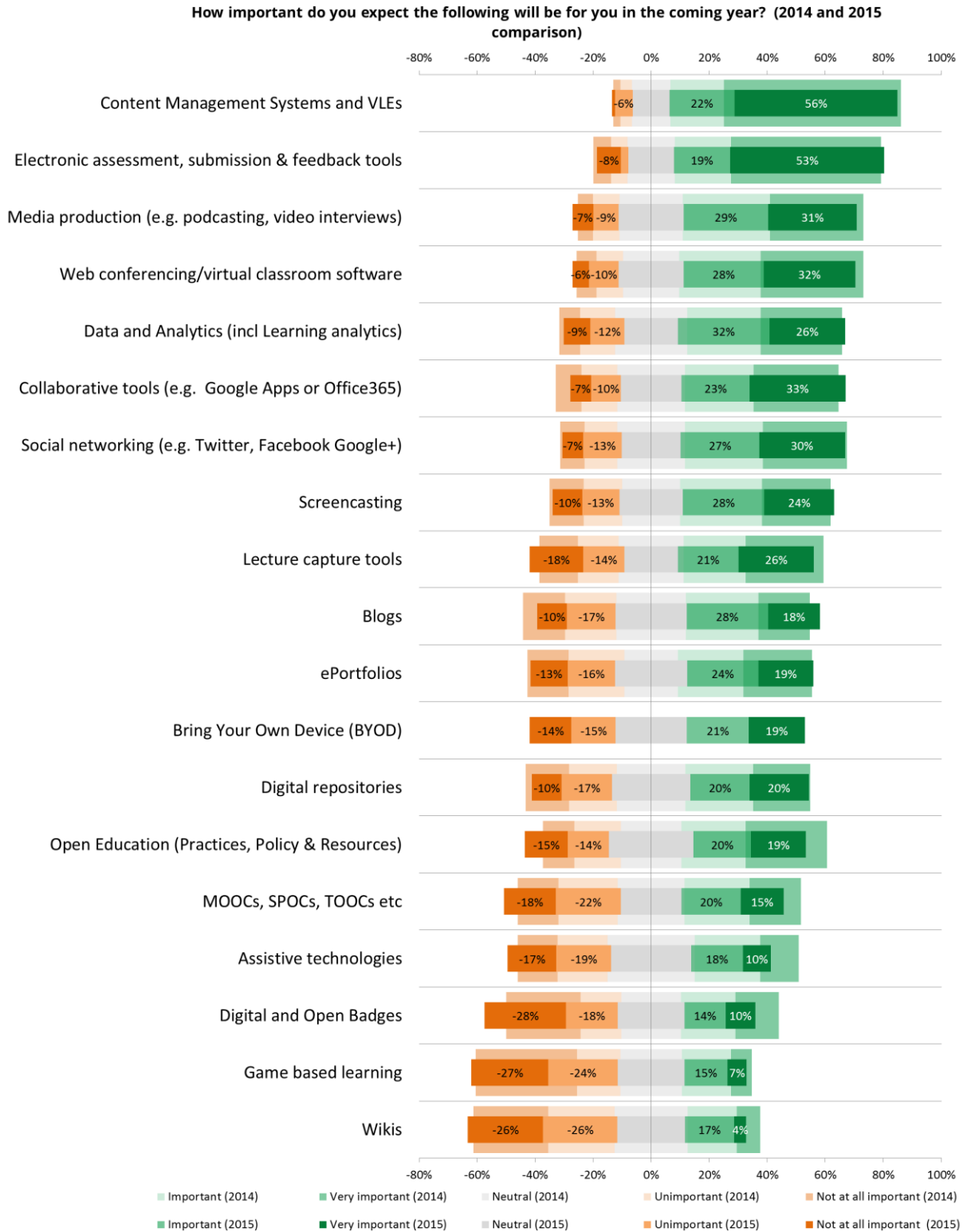
**How important have the following been to your work over the past year? (2014 and 2015 comparison)**



Source: Association for Learning Technology (ALT) Annual Survey 2015

Figure 2.1 Current areas of importance in 2014 and 2015 ranked by items marked as important or very important on a 5 point Likert scale.

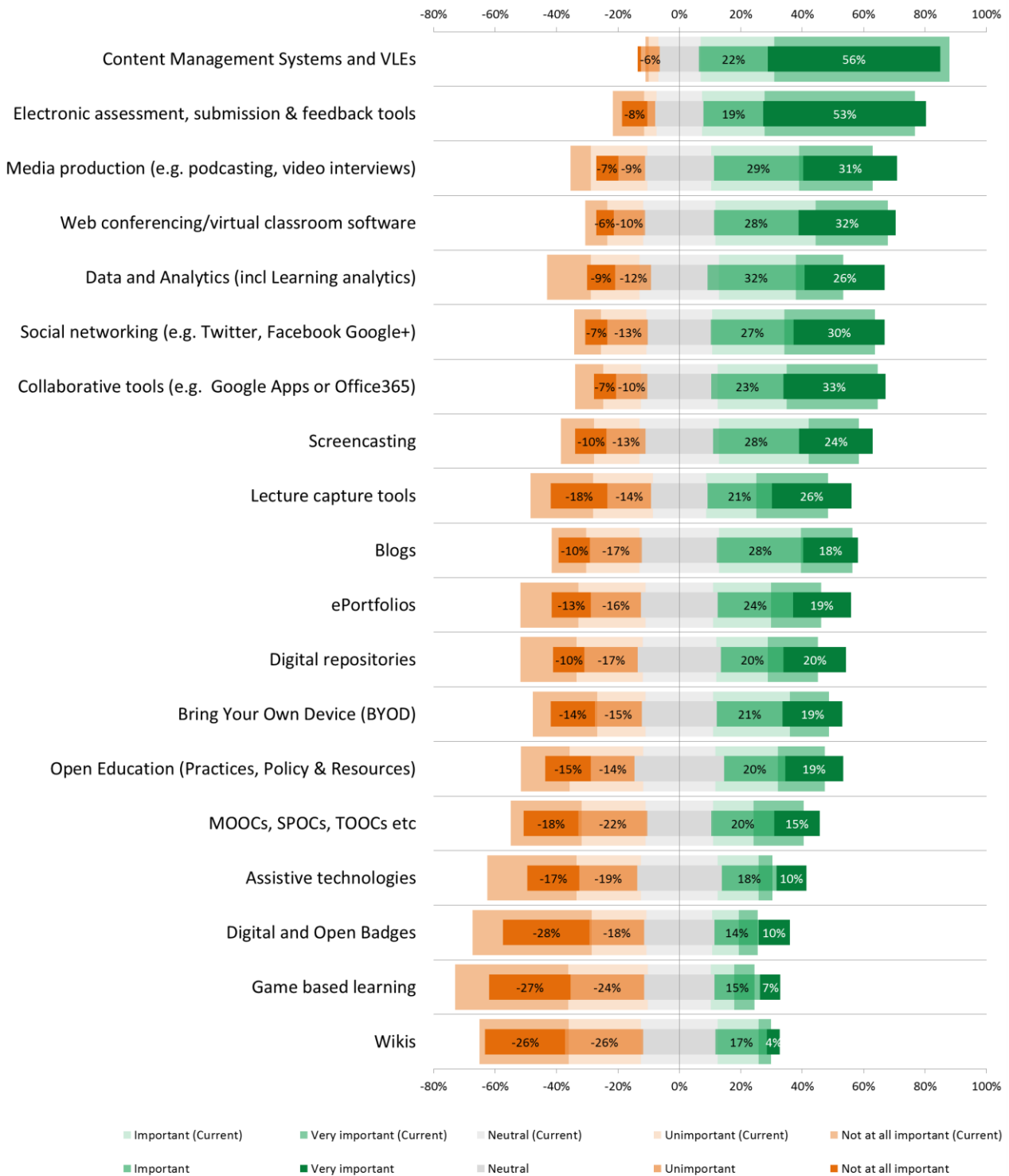




Source: Association for Learning Technology (ALT) Annual Survey 2015

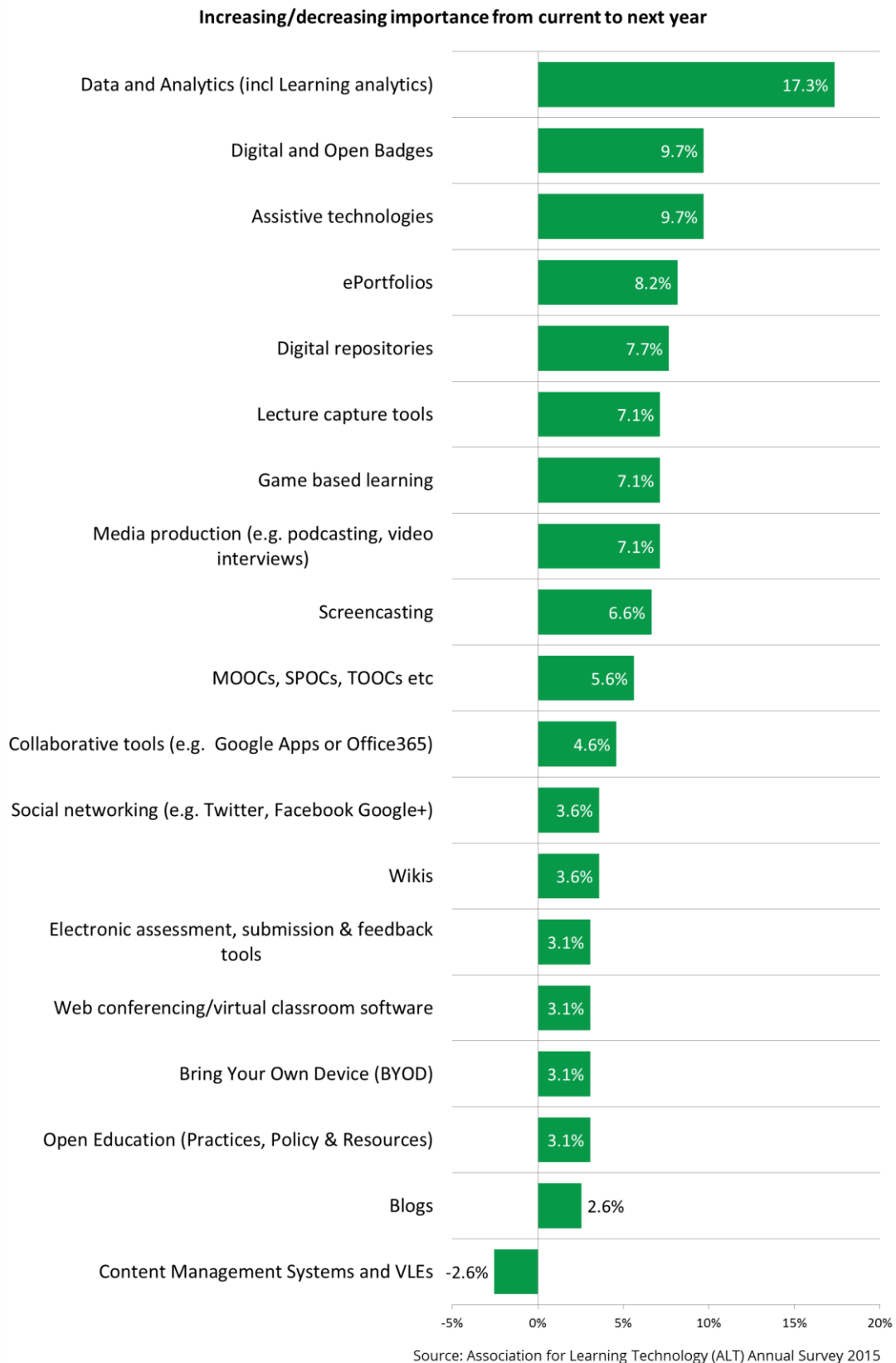
Figure 2.2 Future areas of importance in 2014 and 2015 ranked by items marked as important or very important on a 5 point Likert scale.

**How important do you expect the following will be? (Current and future)**



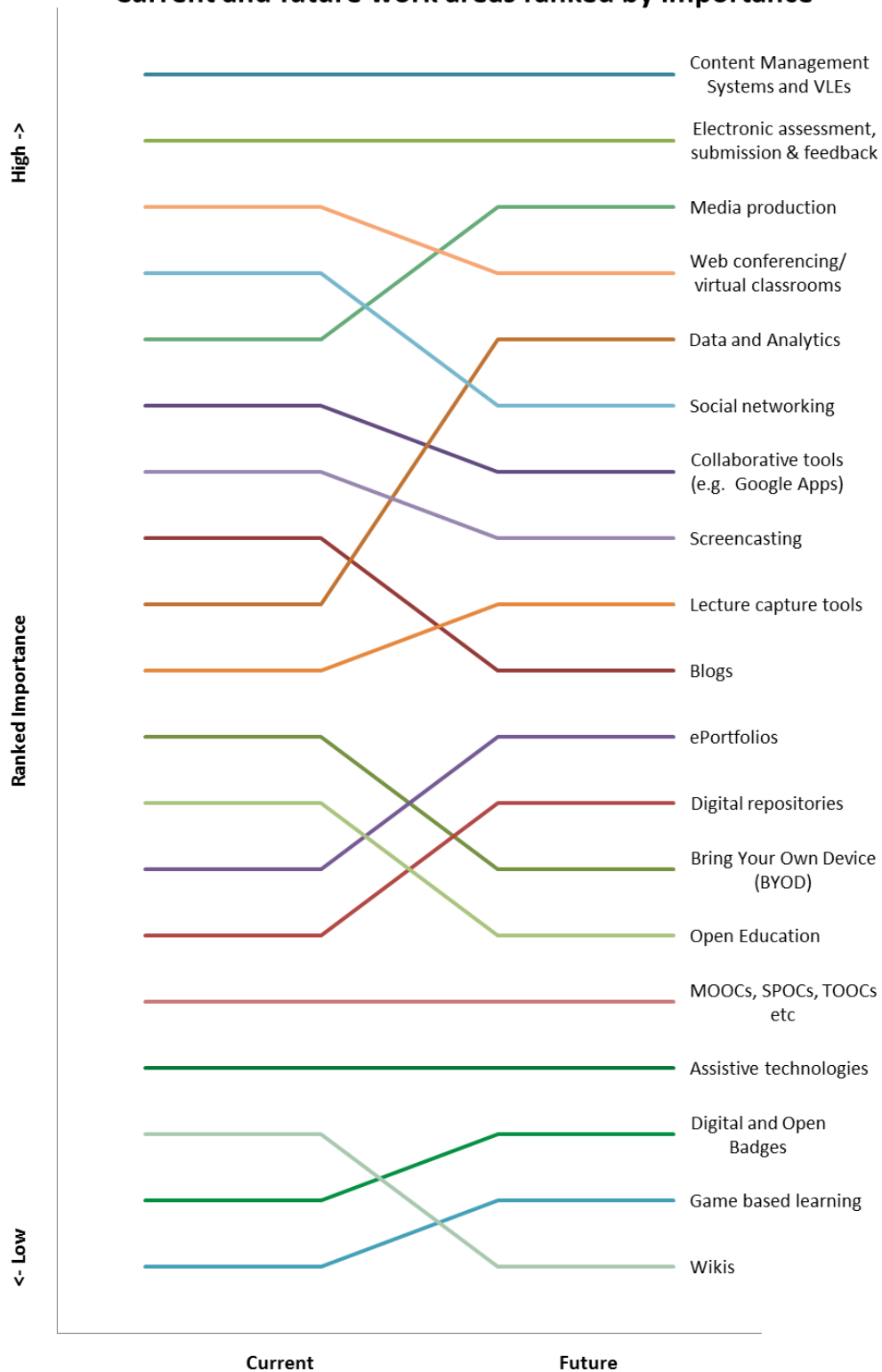
Source: Association for Learning Technology (ALT) Annual Survey 2015

Figure 2.3 Current areas of importance combined with areas of importance for the coming year ranked by items that were marked as important or very important on a 5 point Likert scale. Note that due to an error in the survey the question on plagiarism detection and one-to-one device initiatives was omitted.



*Figure 2.4 Change in current and future areas marked important or very important on a 5 point Likert scale*

## Current and future work areas ranked by importance



Source: Association for Learning Technology (ALT) Annual Survey 2015

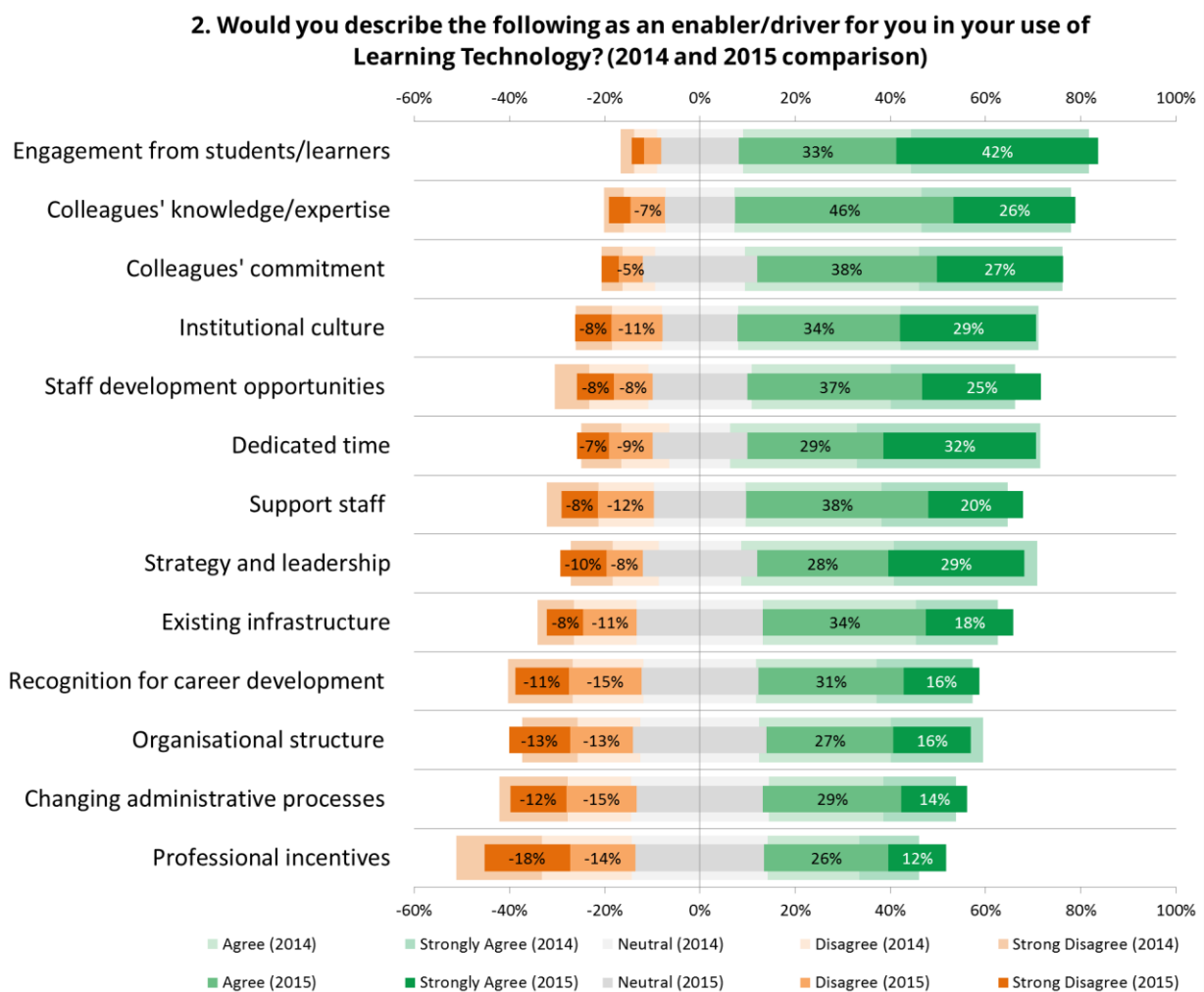
Figure 2.5 Graphs the relative rank changes in current and future important or very important. The graph highlights an increased importance of 'Media production' and 'Data and Analytics'.



## 2.2 Enablers and drivers of learning technology

Figure 2.7 summarizes responses to enablers and drivers of learning technology. The graph includes data from the 2014 edition of the Annual Survey. Overall responses this year are similar to 2014. To highlight differences Figure 2.8 shows the changes in the ranking between 2014 and 2015 of enablers/drivers based on the percentage of agree/strongly agree. In particular more respondents agreed or strongly agreed that staff development opportunities were increasing enablers/drivers of use of learning technology.

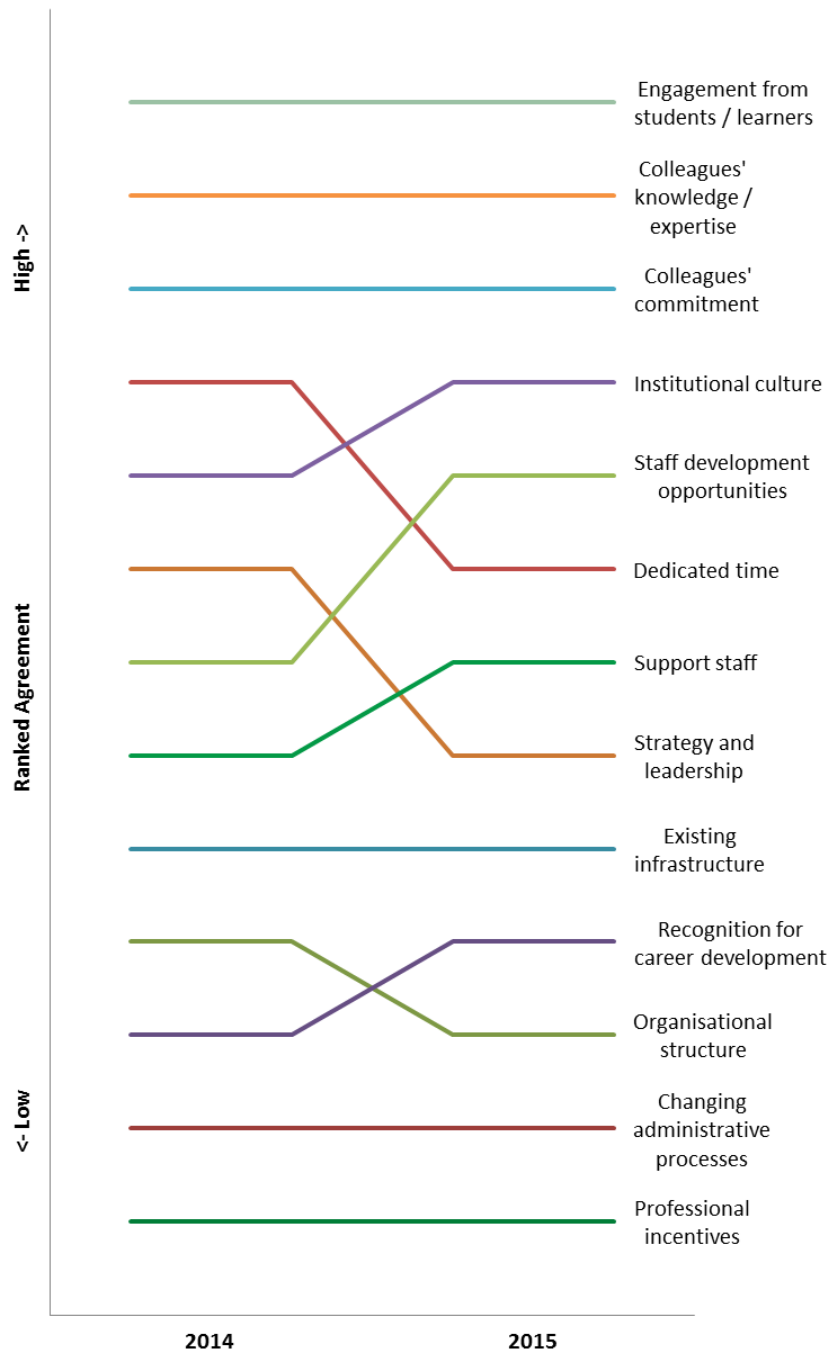
Figure 2.9 shows the areas which have seen the biggest changes in agreement/strong agreement between 2014 and 2015. This shows that while professional incentives and changes in administrative processes are currently lowest ranked they have some of the biggest swings.



Source: Association for Learning Technology (ALT) Annual Survey 2015

Figure 2.7 Ranking of enablers and drivers based on 5 point Likert responses to areas respondent's agreed or strongly agreed comparing responses from 2014 with 2015.

2. Would you describe the following as an enabler/driver for you in your use of Learning Technology? (Changes in relative rank 2014 to 2015)



Source: Association for Learning Technology (ALT) Annual Survey 2015

Figure 2.8 Relative rank changes in enabler/driver of use of learning technology for 2014 and 2015.

**2. Would you describe the following as an enabler/driver for you in your use of Learning Technology? (2014 and 2015 change in agreement)**



Source: Association for Learning Technology (ALT) Annual Survey 2015

*Figure 2.9 Changes in agree/strongly agree for enabler/driver for the use of learning technology between 2014 and 2015.*



## 2.3 Engagement with ALT

Figure 2.10 summarises responses to how important ALT's aims based ranked by aims that were marked as important or very important. Whilst this question appeared in the 2014 survey it was responses very not collected on a Likert scale which prevents comparison. The majority of responses (n. 176, 89.8%) indicated that the intelligent use of learning technology was an important or very important aim. This was followed by research and practice (n. 169, 86.2%) and communicating (n. 167 85.2%).

In Figure 2.11 responses to the question regarding areas respondents make use of is summarised. This data has been filtered to include only the responses by those who indicated they were ALT Members (n. 179). Perhaps not surprisingly the majority of responses (n. 157) indicate the ALT-MEMBERS list as the top used resource. The ALT journal and ALT other events also perform well. The #ALTC Blog is one area of activity which is either not used (n. 56) or respondents were unaware of (n. 23).

In Figure 2.12 it can be seen that in 2015 there was greater use of the listed areas compared to the 2014 survey with the exception of the #ALTC Blog. The 2014 survey presented this particular question differently referring to it as 'ALT newsletter and news'. Given the change in survey question wording it is unclear if there is actually a lower use of the #ALTC Blog.

In Figure 2.13 and Figure 2.14 responses to involvement with ALT activities including ALT Members Groups, governance and publications are summarised. As activity in this area is limited comparisons have not been made with the 2014 survey data.

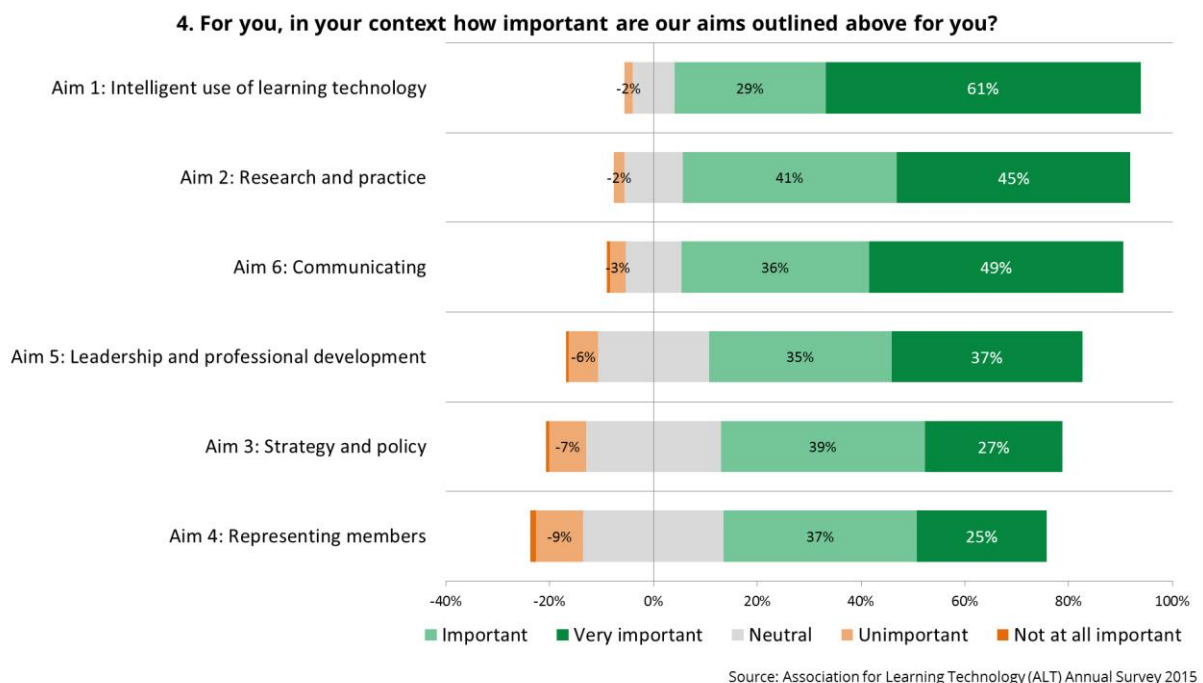
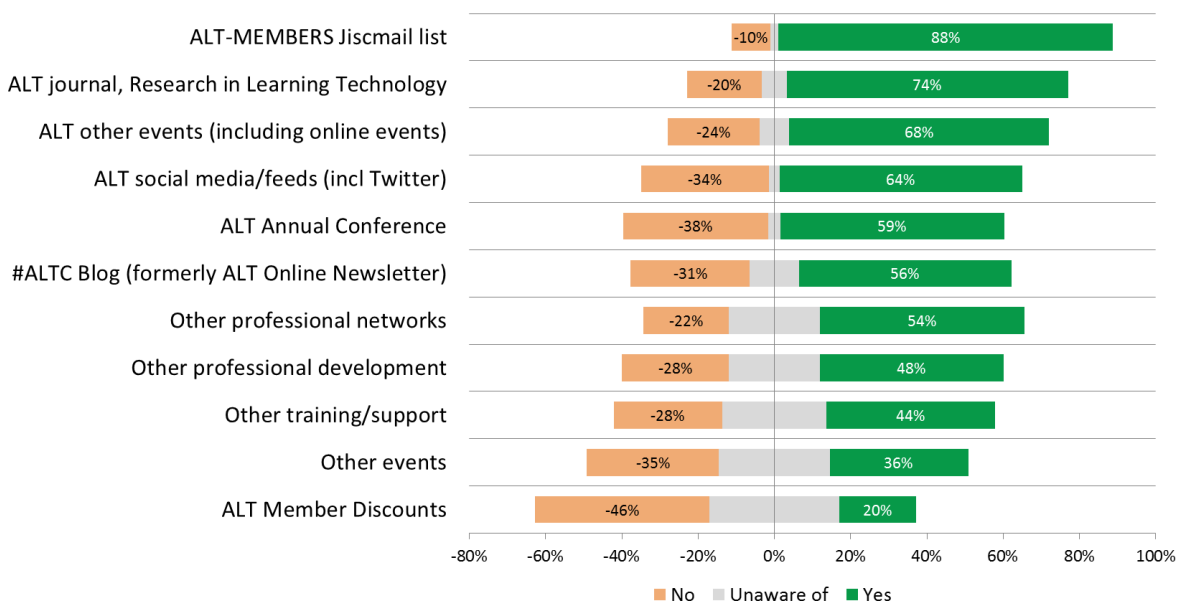


Figure 2.10 Ranked response to ALT aims based on a 5 point Likert scale from not at all important to very important.

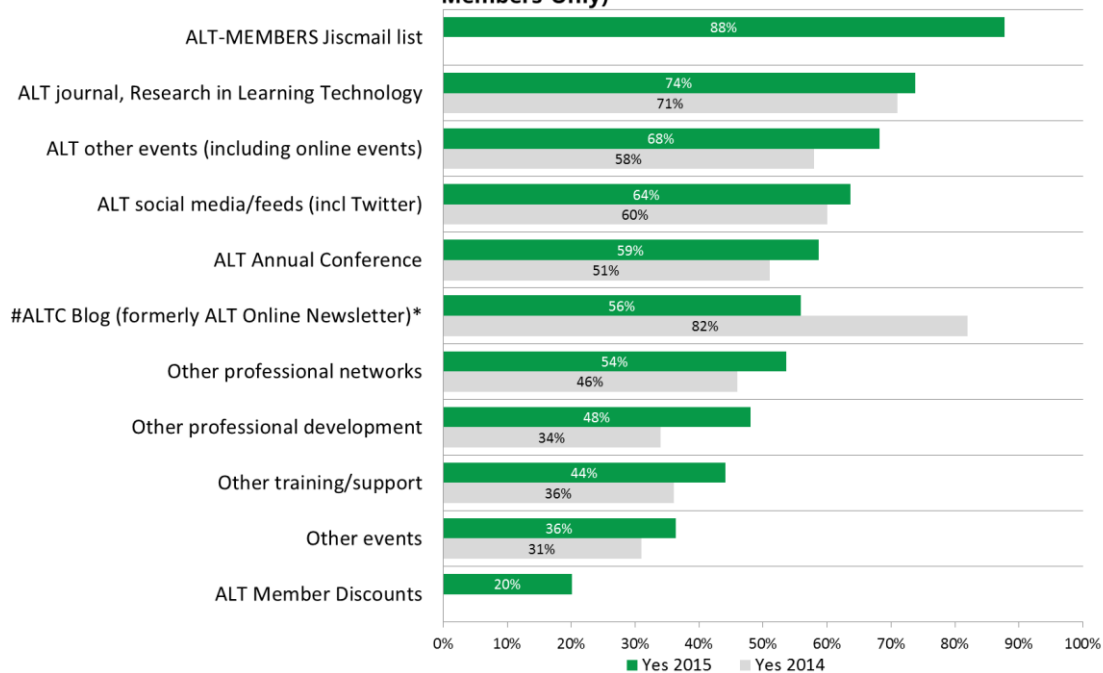
### 5. Which of the following do you currently make use of? (ALT Members Only)



Source: Association for Learning Technology (ALT) Annual Survey 2015

Figure 2.11 Areas of activity respondents make use of restricted to those who indicated they were ALT Members (n. 179).

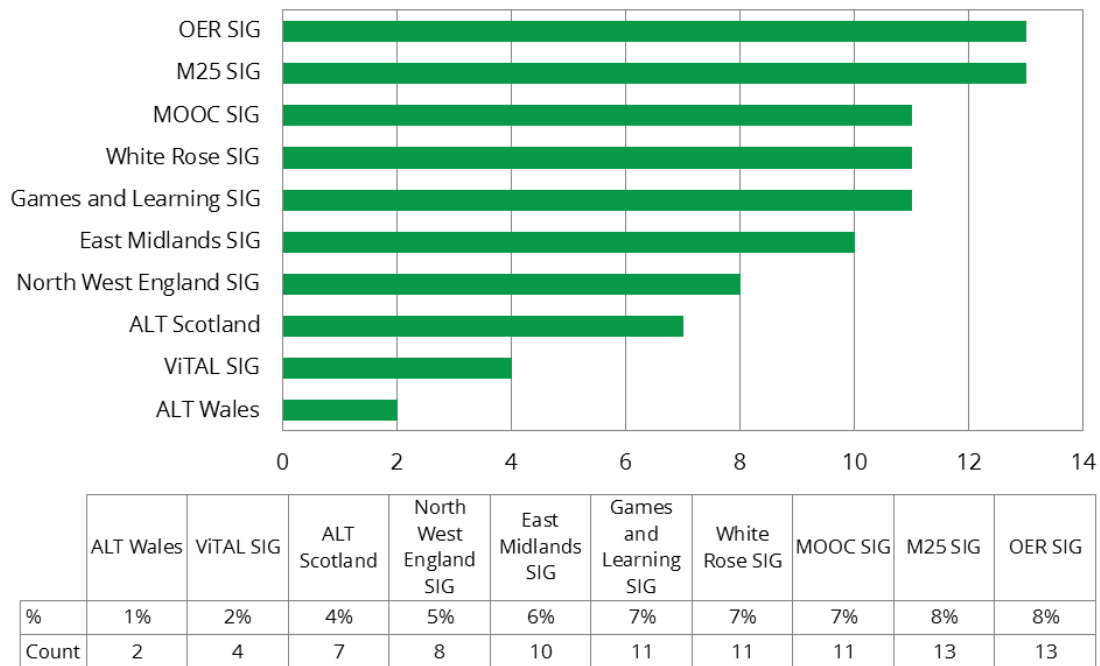
### 5. Which of the following do you currently make use of? (2014/15 comparison ALT Members Only)



\*Question text in 2014 was less specific asking 'ALT newsletter and news'  
Source: Association for Learning Technology (ALT) Annual Survey 2015

Figure 2.12 Comparison of areas used by ALT members from the 2014 and 2015 survey. Note that in 2014 respondents were asked to indicate a choice from 'Yes', 'Would like to', 'Unaware of', 'No' and 'Don't know' whilst in 2015 the options were limited to 'Yes', 'Unaware of', and 'No'.

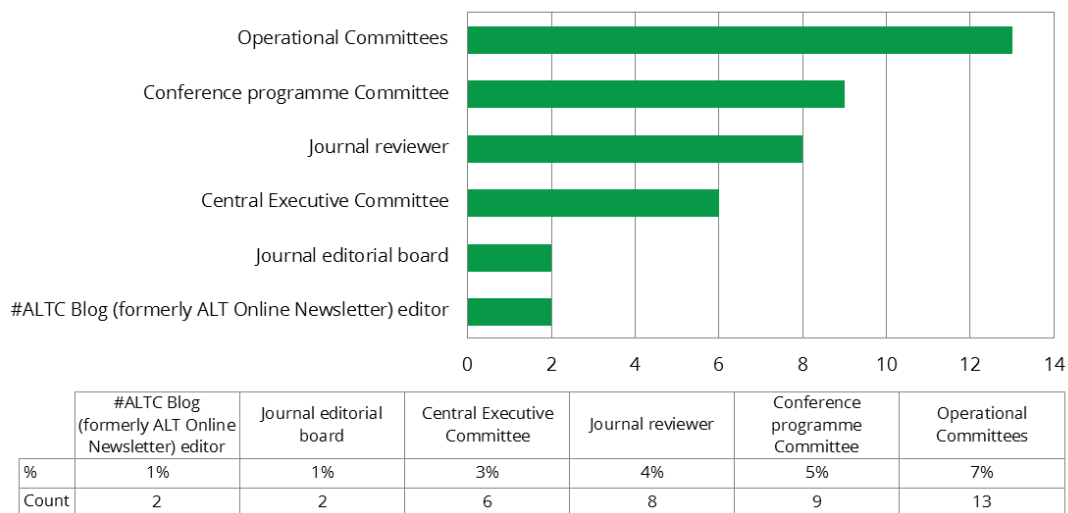
**8. Are you currently involved in any of ALT's Special Interest Groups (SIGs) or ALT Members Groups?**



Source: Association for Learning Technology (ALT) Annual Survey 2015

Figure 2.13 Engagement by respondents with ALT Members Groups and SIGs. 34% (n. 67) of the respondent's reported being involved in at least one of ALT's SIG/RIGs.

**9. Are you currently involved in or a member of:**



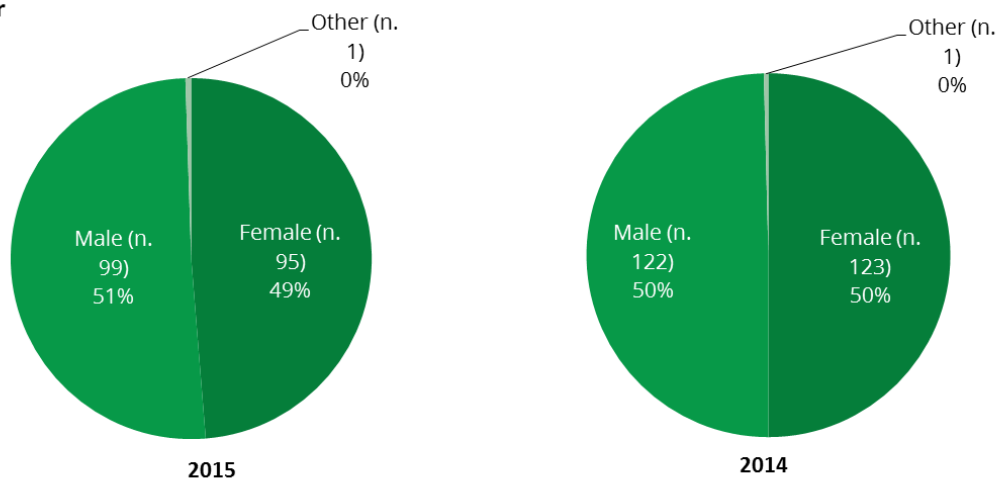
Source: Association for Learning Technology (ALT) Annual Survey 2015

Figure 2.14 Engagement by respondents with ALT governance, journal and #ALTC Blog.



## 2.4.1 Demographic data

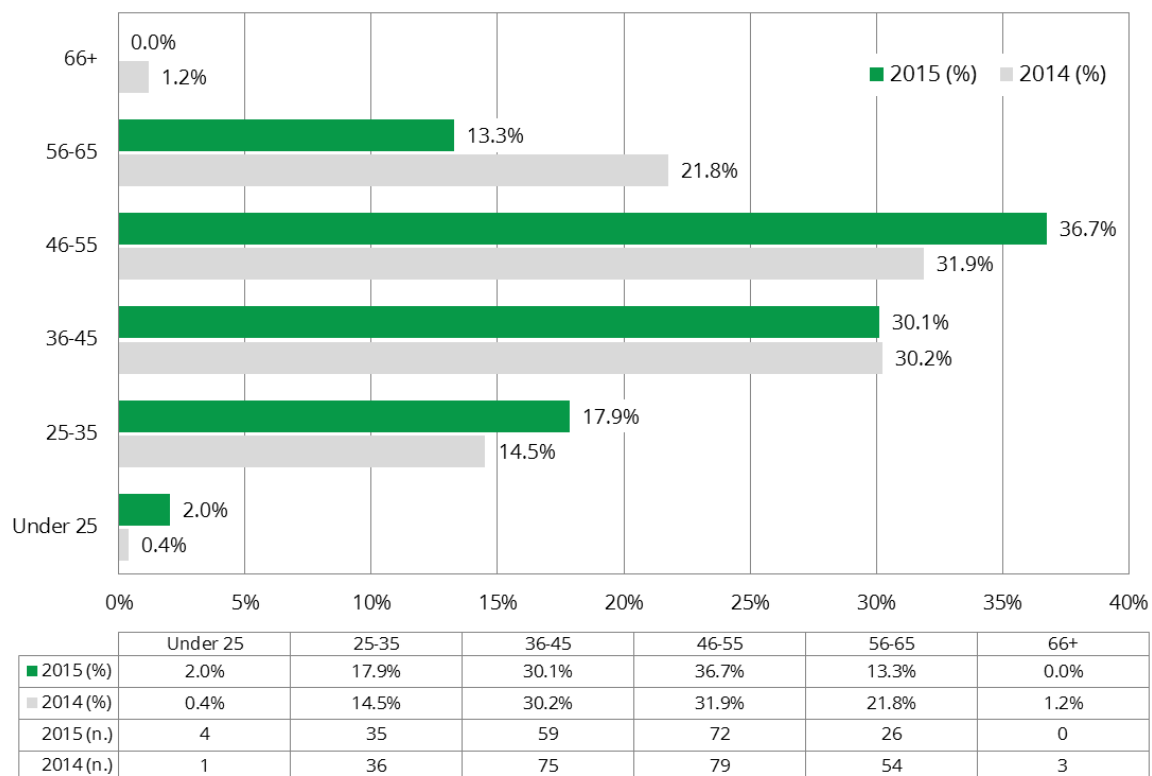
### 11. Gender



Source: Association for Learning Technology (ALT) Annual Survey 2015

Figure 2.17 Graph of respondent's indicated gender for 2014 and 2015. The gender split for survey responses is almost 50:50

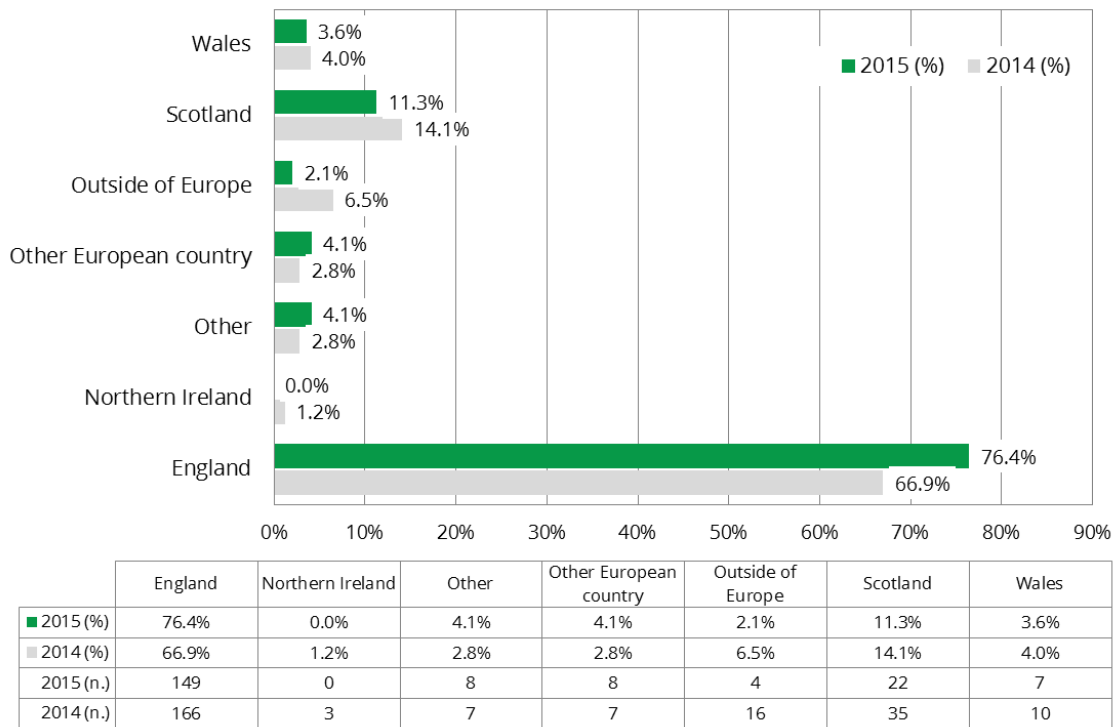
### 12. Age



Source: Association for Learning Technology (ALT) Annual Survey 2015

Figure 2.18 Graph of respondent's indicated age bracket comparing 2014 and 2015

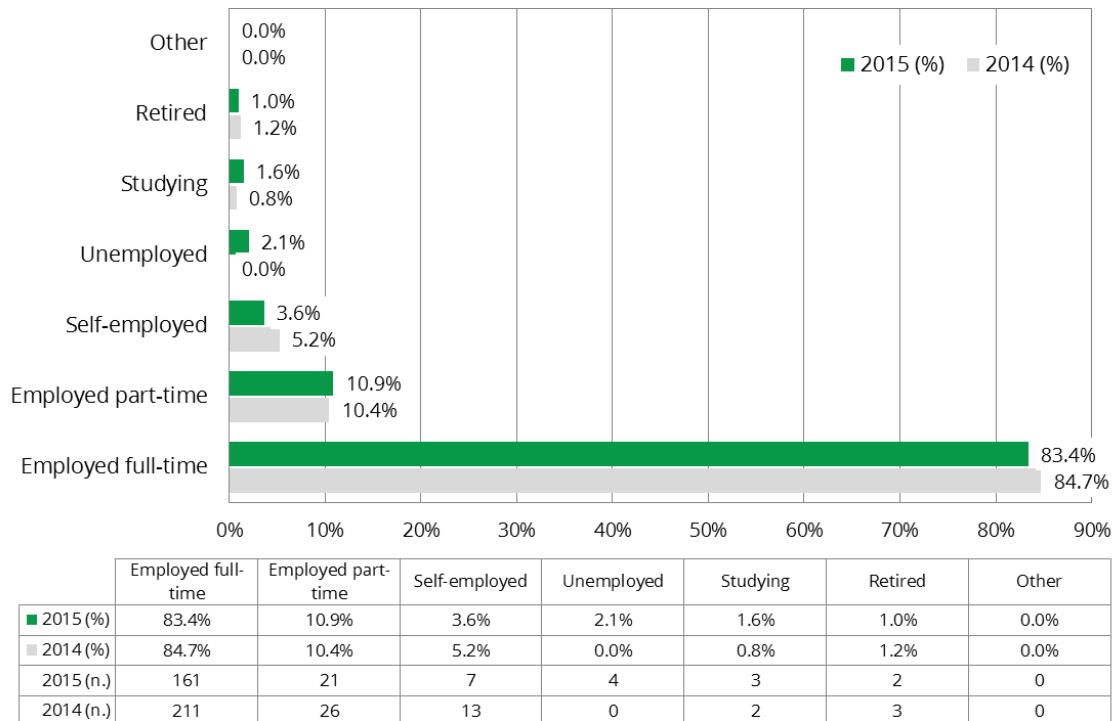
**13. Where is your place of residence?**



Source: Association for Learning Technology (ALT) Annual Survey 2015

Figure 2.19 Graph of respondent's indicated place of residence

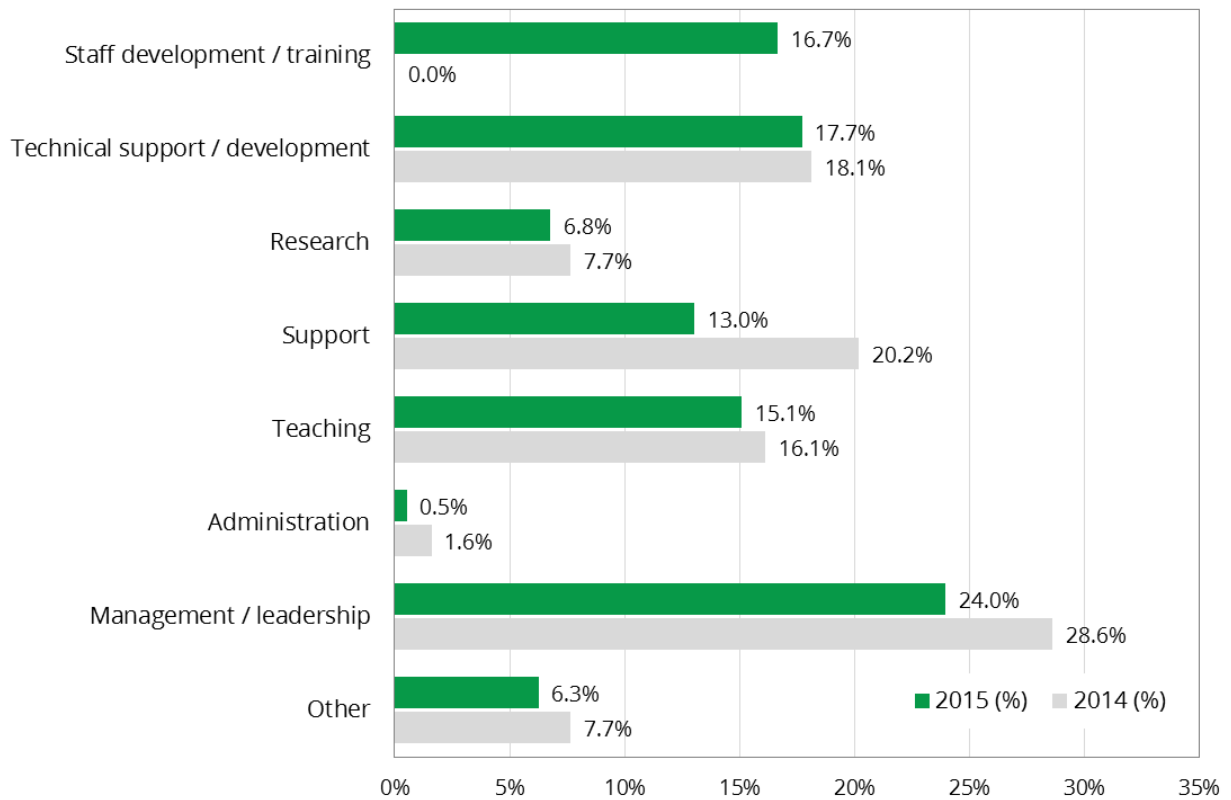
**14. How would you describe your current employment?**



Source: Association for Learning Technology (ALT) Annual Survey 2015

Figure 2.20 Graph of respondent's indicated employment status

**16. What is the primary function of your role?**

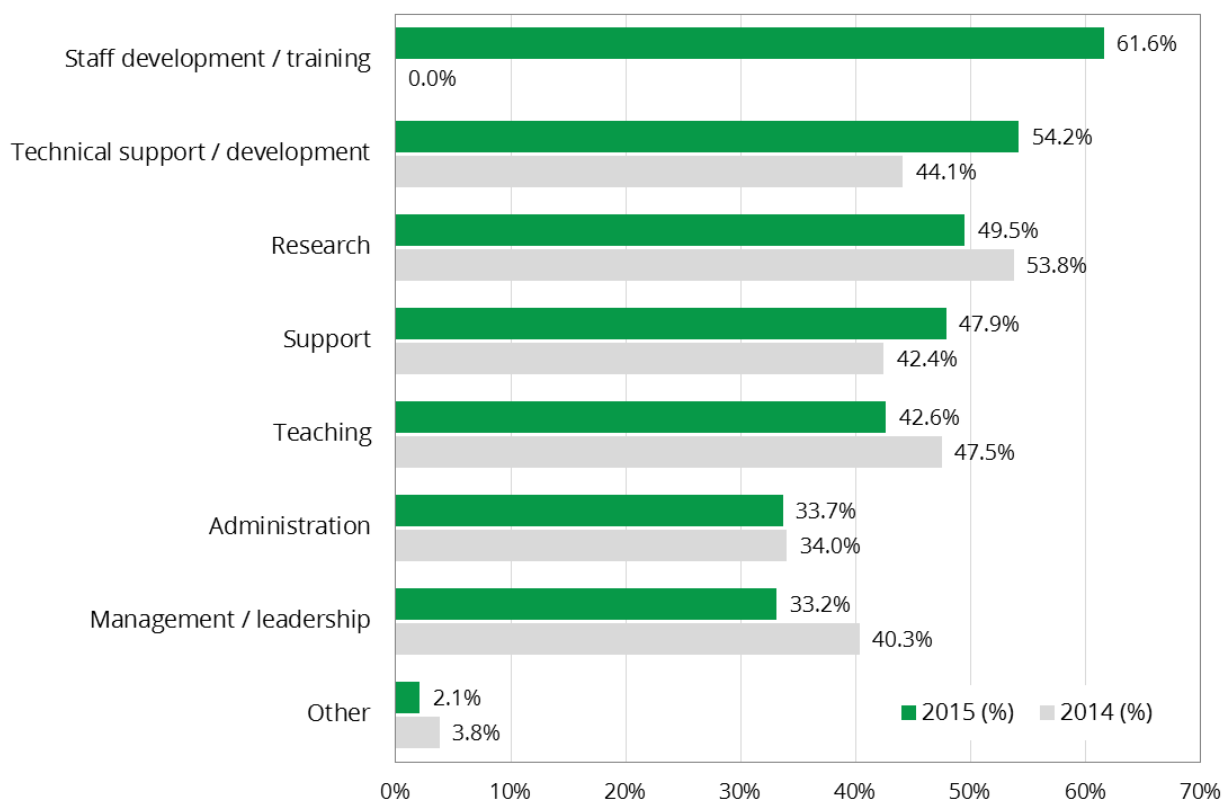


|            | Other | Management / leadership | Administration | Teaching | Support | Research | Technical support / development | Staff development / training |
|------------|-------|-------------------------|----------------|----------|---------|----------|---------------------------------|------------------------------|
| ■ 2015 (%) | 6.3%  | 24.0%                   | 0.5%           | 15.1%    | 13.0%   | 6.8%     | 17.7%                           | 16.7%                        |
| ■ 2014 (%) | 7.7%  | 28.6%                   | 1.6%           | 16.1%    | 20.2%   | 7.7%     | 18.1%                           | 0.0%                         |
| 2015 (n.)  | 12    | 46                      | 1              | 29       | 25      | 13       | 34                              | 32                           |
| 2014 (n.)  | 19    | 71                      | 4              | 40       | 50      | 19       | 45                              | 0                            |

Note: Staff development/training was a new edition to the 2015 survey  
 Source: Association for Learning Technology (ALT) Annual Survey 2015

Figure 2.21 Graph of respondent's primary role.

**17. What are other functions of your role?**



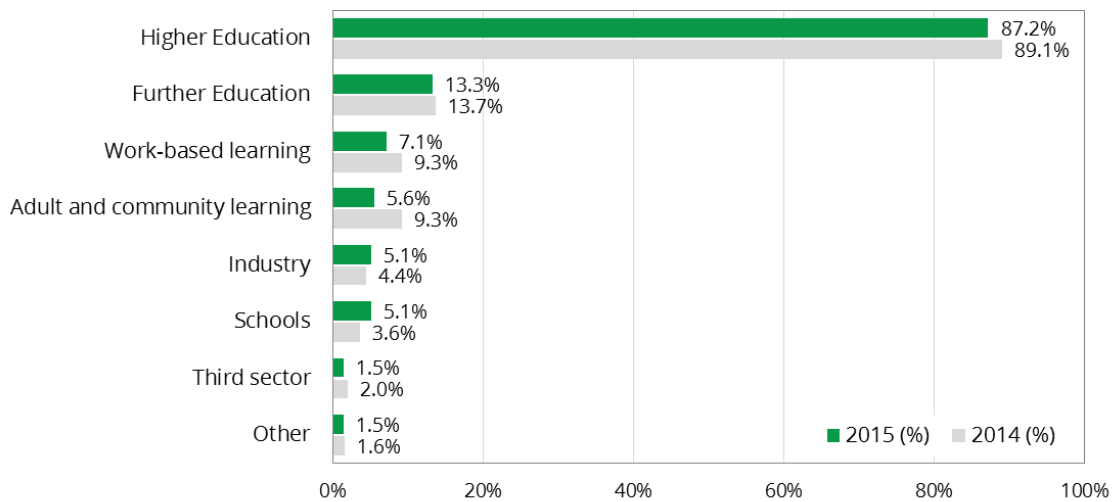
|            | Other | Management / leadership | Administration | Teaching | Support | Research | Technical support / development | Staff development / training |
|------------|-------|-------------------------|----------------|----------|---------|----------|---------------------------------|------------------------------|
| ■ 2015 (%) | 2.1%  | 33.2%                   | 33.7%          | 42.6%    | 47.9%   | 49.5%    | 54.2%                           | 61.6%                        |
| ■ 2014 (%) | 3.8%  | 40.3%                   | 34.0%          | 47.5%    | 42.4%   | 53.8%    | 44.1%                           | 0.0%                         |
| 2015 (n.)  | 4     | 63                      | 64             | 81       | 91      | 94       | 103                             | 117                          |
| 2014 (n.)  | 9     | 96                      | 81             | 113      | 101     | 128      | 105                             | 0                            |

Note: Staff development/training was a new edition to the 2015 survey  
 Source: Association for Learning Technology (ALT) Annual Survey 2015

Figure 2.22 Graph of respondent's secondary roles.



**18. Which sector(s) are you based in?**

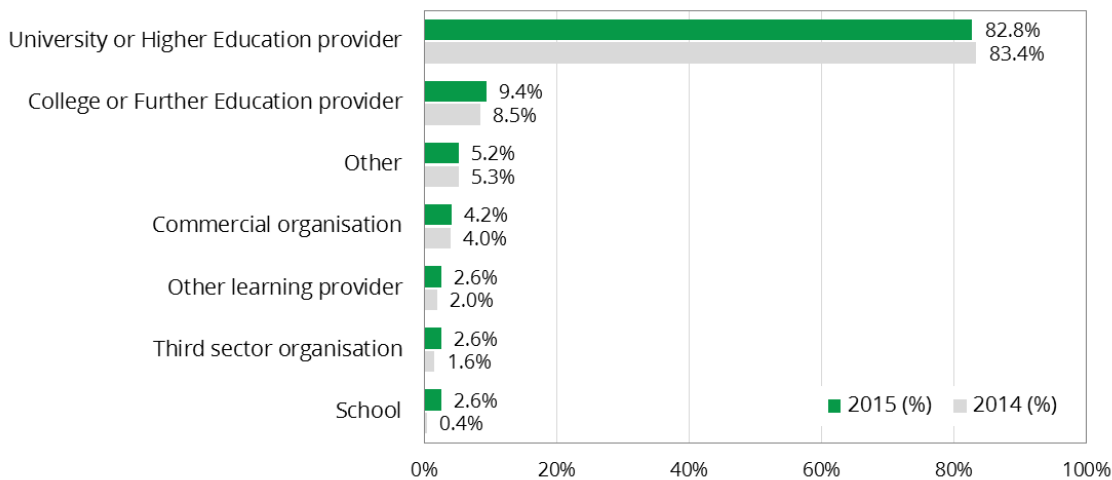


|           | Other | Third sector | Schools | Industry | Adult and community learning | Work-based learning | Further Education | Higher Education |
|-----------|-------|--------------|---------|----------|------------------------------|---------------------|-------------------|------------------|
| 2015 (%)  | 1.5%  | 1.5%         | 5.1%    | 5.1%     | 5.6%                         | 7.1%                | 13.3%             | 87.2%            |
| 2014 (%)  | 1.6%  | 2.0%         | 3.6%    | 4.4%     | 9.3%                         | 9.3%                | 13.7%             | 89.1%            |
| 2015 (n.) | 3     | 3            | 10      | 10       | 11                           | 14                  | 26                | 171              |
| 2014 (n.) | 4     | 5            | 9       | 11       | 23                           | 23                  | 34                | 221              |

Source: Association for Learning Technology (ALT) Annual Survey 2015

Figure 2.23 Graph of respondent's primary sector that they work in.

**19. What type of organisation(s) do you currently work for?**



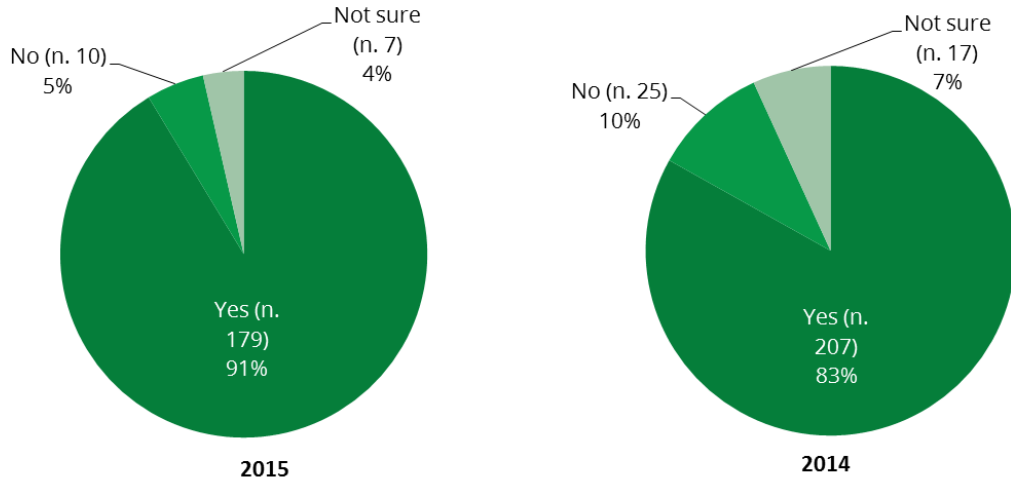
|           | School | Third sector organisation | Other learning provider | Commercial organisation | Other | College or Further Education provider | University or Higher Education provider |
|-----------|--------|---------------------------|-------------------------|-------------------------|-------|---------------------------------------|---|
| 2015 (%)  | 2.6%   | 2.6%                      | 2.6%                    | 4.2%                    | 5.2%  | 9.4%                                  | 82.8%                                   |
| 2014 (%)  | 0.4%   | 1.6%                      | 2.0%                    | 4.0%                    | 5.3%  | 8.5%                                  | 83.4%                                   |
| 2015 (n.) | 5      | 5                         | 5                       | 8                       | 10    | 18                                    | 159                                     |
| 2014 (n.) | 1      | 4                         | 5                       | 10                      | 13    | 21                                    | 206                                     |

Source: Association for Learning Technology (ALT) Annual Survey 2015

Figure 2.24 Graph of type of organisation respondent's work for.

## 2.4.2 ALT Membership

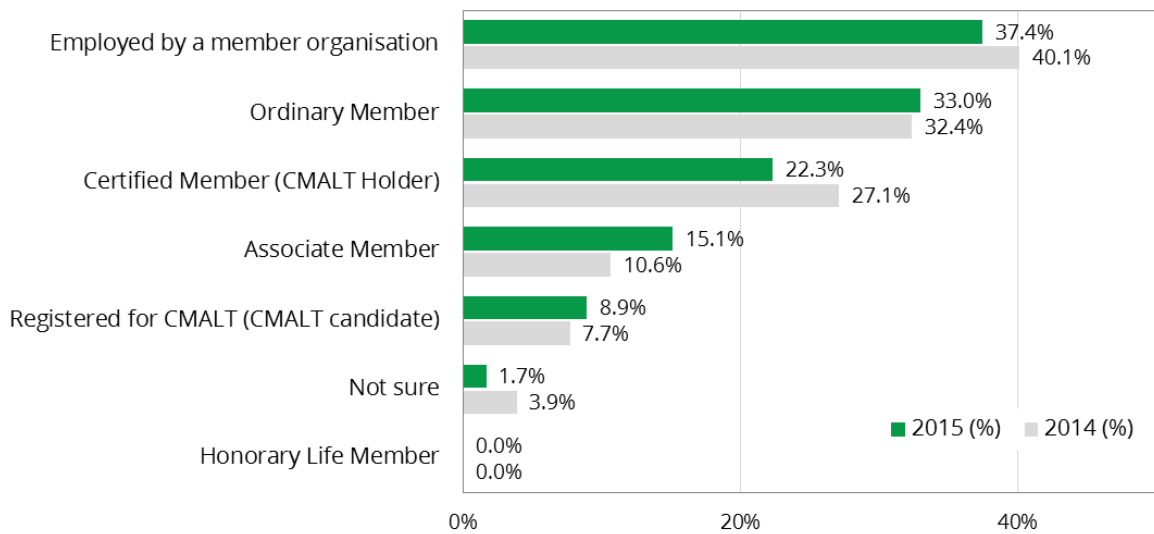
### 6. Are you currently a member of ALT or involved in ALT another way?



Source: Association for Learning Technology (ALT) Annual Survey 2015

Figure 2.25 Graph of membership to ALT

### 7. Are you a member?



|           | Honorary Life Member | Not sure | Registered for CMALT (CMALT candidate) | Associate Member | Certified Member (CMALT Holder) | Ordinary Member | Employed by a member organisation |
|-----------|----------------------|----------|--|------------------|---------------------------------|-----------------|-----------------------------------|
| 2015 (%)  | 0.0%                 | 1.7%     | 8.9%                                   | 15.1%            | 22.3%                           | 33.0%           | 37.4%                             |
| 2014 (%)  | 0.0%                 | 3.9%     | 7.7%                                   | 10.6%            | 27.1%                           | 32.4%           | 40.1%                             |
| 2015 (n.) | 0                    | 3        | 16                                     | 27               | 40                              | 59              | 67                                |
| 2014 (n.) | 0                    | 8        | 16                                     | 22               | 56                              | 67              | 83                                |

Source: Association for Learning Technology (ALT) Annual Survey 2015

Figure 2.26 Graph breaking down respondent's membership type.

# 3 Appendix - ALT Annual Survey 2015

Welcome to the ALT Annual Survey 2015. The purpose of this survey is to engage with ALT members to:

- Help map the ALT strategy to practice within our community in order to better meet and represent our members' needs;
- Show how Learning Technology is used across sectors;
- Understand current and future practice.

The survey should take you no more than 10 minutes. This survey is primarily for ALT members (individual or at an organisation which is an organisational member) it can however also be filled in by others, including those interested in taking out membership.

The Association of Learning Technology (ALT) is an independent educational charity. Our objective is "to advance education through increasing, exploring and disseminating knowledge in the field of learning technology for the benefit of the general public", see the 2014-2017 ALT strategy <http://repository.alt.ac.uk/2330/>.

We will use the results of this survey to inform the work of ALT and the way in which we represent our members. The question and responses from the 2014 Annual Survey are accessible from <http://repository.alt.ac.uk/2358/>.

All data submitted via this survey will be analysed and shared openly in anonymised form and handled in accordance with the ALT Privacy Policy <https://www.alt.ac.uk/privacy-policy>.

## Your perspective on Learning Technology

This first section is about your current practice/work.

### 1. How important have the following been to your work over the past year?\*

Please give a rating from 1 to 5, where 5 = very important and 1 = not at all important

|  | 5                     | 4                     | 3                     | 2                     | 1                     | Don't know            |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Assistive technologies/Accessibility                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Electronic assessment, submission & feedback tools   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Plagiarism detection                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ePortfolios  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Digital and Open Badges                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Content Management Systems and VLEs                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lecture capture tools                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Media production (e.g. podcasting, video interviews) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Screencasting  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Digital repository                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Open Education (Practices, Policy & Resources)       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Data and Analytics (incl Learning analytics)         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Wikis  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Social networking (e.g. Twitter, Facebook Google+)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Web conferencing/virtual classroom software          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Collaborative tools (e.g. Google Apps or Office365)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Blogs  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Game based learning                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| MOOCs, SPOCs, TOOCs etc                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Bring Your Own Device (BYOD) initiatives             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| One-to-One Device initiatives                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## Learning Technology... continued

### 2. Would you describe the following as an enabler/driver for you in your use of Learning Technology?\*

Please choose a rating from 1 to 5, where 5 = strongly agree and 1 = strongly disagree

|                                    | 5                     | 4                     | 3                     | 2                     | 1                     | Don't know            |
|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Dedicated time                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Professional incentives            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Colleagues' knowledge/expertise    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff development opportunities    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Colleagues' commitment             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recognition for career development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Support staff                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Organisational structure           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Changing administrative processes  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Institutional culture              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Strategy and leadership            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Engagement from students/learners  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Existing infrastructure            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## Learning Technology in the coming year

### 3. And how important do you expect the following will be for you in the coming year?\*

Please give a rating from 1 to 5, where 5 = very important and 1 = not at all important

|  | 5                     | 4                     | 3                     | 2                     | 1                     | Don't know            |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Assistive technologies/Accessibility                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Electronic assessment, submission & feedback tools   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <del>Plagiarism detection</del>                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ePortfolios  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Digital and Open Badges                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Content Management Systems and VLEs                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lecture capture tools                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Media production (e.g. podcasting, video interviews) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Screencasting  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Digital repository                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Open Education (Practices, Policy & Resources)       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Data and Analytics (incl Learning analytics)         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Wikis  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Social networking (e.g. Twitter, Facebook Google+)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Web conferencing/virtual classroom software          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Collaborative tools (e.g. Google Apps or Office365)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Blogs  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Game based learning                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| MOOCs, SPOCs, TOOCs etc                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Bring Your Own Device (BYOD) initiatives             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <del>One-to-One Device initiatives</del>             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Note: strikethrough items were omitted from the 2015 survey

### 3b. What other current or emerging area (technical or pedagogical) will be important for you in the coming year? [textfield]

## Thinking now about ALT and what we do

Here are some examples of our strategic aims and what we do to meet them:

### Aim 1: Intelligent use of learning technology

- ◇ Conferences including the Annual Conference, Open Education Conference and ALT Online Winter Conference
- ◇ Other events including webinars and community calls
- ◇ Strategic project work with partners such as Jisc, AoC and the Ufi Trust

### Aim 2: Research and practice

- ◇ The ALT journal, Research in Learning Technology which launches a new strategy this year
- ◇ Embedding the new publication route from the Annual Conference to the journal
- ◇ Supporting members in sharing practice via mailing lists, Special Interest Groups or webinars

### Aim 3: Strategy and Policy

- ◇ Bringing together policy makers to examine current issues, e.g. at the ALT Scotland Policy Board
- ◇ Contributing to policy areas such as the Area Reviews: working also with the FELTAG SIG and Member Groups
- ◇ Championing Open Access and Open Education

### Aim 4: Representing members

- ◇ Responding to consultations with Members e.g. Digital Economy or Teaching Excellence Framework
- ◇ ALT Annual Survey 2015/16

### Aim 5: Leadership and professional development

- ◇ Develop the CMALT accreditation scheme and new routes to CMALT for Vocational Education
- ◇ Support professional development via initiatives such as ALT Open Badges for Members
- ◇ Enhance strategic links via mappings such as CMALT to the UKPSF

### Aim 6: Communicating

- ◇ Improving support for Special Interest and Members Groups
- ◇ Engage, not broadcast: using our communication channels to support the voice of the member community
- ◇ Complete the transition to CIO status and develop the Annual Report for Members

## 4. For you, in your context how important are our aims outlined above for you?\*

Please give a rating from 1 to 5, where 5 = very important and 1 = not at all important

|  | 5                     | 4                     | 3                     | 2                     | 1                     |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Aim 1: Intelligent use of learning technology  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Aim 2: Research and practice                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Aim 3: Strategy and policy                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Aim 4: Representing members                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Aim 5: Leadership and professional development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Aim 6: Communicating                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## 5. Which of the following do you currently make use of?\*

|  | Yes                   | Unaware of            | No                    |
|--|-----------------------|-----------------------|-----------------------|
| ALT annual conference                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ALT other events (including online events)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ALT journal, Research in Learning Technology | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| #ALTC Blog (formerly ALT Online Newsletter)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ALT-MEMBERS Jiscmail list                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ALT social media/feeds (incl Twitter)        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ALT Member Discounts                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

|                                | Yes                   | Unaware<br>of         | No                    |
|--------------------------------|-----------------------|-----------------------|-----------------------|
| Other events                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other professional development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other professional networks    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other training/support         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**6. Are you currently a member of ALT or involved in ALT another way?\***

- Yes [go to Q7]
- No [go to Q10]
- Not sure [go to Q10]

About your involvement in ALT

**7. Are you a member?\***

Select all that apply.

- Ordinary Member
- Certified Member (CMALT Holder)
- Employed by a member organisation
- Associate Member
- Honorary Life Member
- Registered for CMALT (CMALT candidate)
- Not sure

**8. Are you currently involved in any of ALT's Special Interest Groups (SIGs), or national or regional groups?**

Select all that apply.

- ALT Scotland
- ALT Wales
- MOOC SIG
- OER SIG
- ViTAL SIG
- Games and Learning SIG
- M25 SIG
- North West England SIG
- East Midlands SIG
- White Rose SIG
- Not sure / none

**9. Are you currently involved in or a member of:\***

Select all that apply.

- Operational Committees
- Conference programme Committee
- Journal editorial board
- Journal reviewer
- #ALTC Blog (formerly ALT Online Newsletter) editor
- Central Executive Committee
- OcTEL (e.g. tutors)
- Not sure / none of these
- Other: [textfield]

## Not yet a member? Join us today

You can join online at <https://www.alt.ac.uk/get-involved/membership> or email [joinALT@alt.ac.uk](mailto:joinALT@alt.ac.uk).

### 10. Would you like us to contact you?

Please provide us with your contact details below and we will get in touch.

[textfield]

## About you

Please tell us more about yourself to help us build an up-to-date picture of our community across all the sectors in which we work.

### 11. Gender

- Female
- Male
- Other: [textfield]

### 12. Age

- Under 25
- 25-35
- 36-45
- 46-55
- 56-65
- 66+

### 13. Where is your place of residence?

- England
- Scotland
- Wales
- Northern Ireland
- Other European country
- Outside of Europe
- Other: [textfield]

## About you... continued

### 14. How would you describe your current employment?

- Employed full-time
- Employed part-time
- Self-employed
- Unemployed
- Retired
- Studying
- Other: [textfield]

### 15. What is your job title?

If not employed, you can provide your last job title.

[textfield]

### 16. What is the primary function of your role?

- Teaching
- Research
- Management/leadership
- Support

- Administration
- Technical support/development
- Other: [textfield]

**17. What are other functions of your role?**

Select all that apply.

- Teaching
- Research
- Management/leadership
- Support
- Administration
- Technical support/development
- Other: [textfield]

**18. Which sector(s) are you based in?**

Select all that apply.

- Schools
- Further Education
- Higher Education
- Work-based learning
- Adult and community learning
- Industry
- Third sector
- Other: [textfield]

**19. What type of organisation(s) do you currently work for?**

Select all that apply.

- School
- College or Further Education provider
- University or Higher Education provider
- Other learning provider
- Commercial organisation
- Third sector organisation
- Other: [textfield]

**And finally - would you like to tell us more?**

We are hoping to carry out a small number of follow up interviews. If you are interested in participating, please provide us with your contact details below. These will not be associated with the responses you have already given.

**Your name, job title and affiliation.**

[textfield]

**Your email address**

Please type carefully

[textfield]

**Your phone number**

If preferred

[textfield]



## 3.1 Question changelog

### Q1 & Q3 important to your work (current/future)

Added:

- Bring Your Own Device (BYOD) initiatives
- One-to-one device initiatives

Renamed:

- Assistive technologies/Accessibility -> Assistive technologies
- Electronic assessment and submission tools (inc peer assessment, plagiarism detection, polling) -> Electronic assessment, submission & feedback tools

Removed:

- Course design
- Online/blended learning
- Bespoke software development

**Added 3b. What other current or emerging area (technical or pedagogical) will be important for you in the coming year?**

Text response

**Q4 For you, how would you rank each of ALT's aims in order of priority?**

Renamed question text:

- 4. For you, how would you rank each of ALT's aims in order of priority?

to:

- 4. For you, in your context how important are our aims outlined above for you?  
Please give a rating from 1 to 5, where 5 = very important and 1 = not at all important

**Q5 Which of the following do you currently make use of?**

Added:

- ALT-MEMBERS jiscmail list
- ALT Member Discounts
- #ALTC Blog (formerly ALT Online Newsletter)

Removed:

- ALT newsletter and news
- Would like to
- Don't know
- ocTEL

[Response options now Yes; Unaware of; and No]

**Q8 : Groups**

Change title of question from Are you currently involved in any of ALT's Special Interest Groups (SIGs), or national or regional groups? to Are you currently involved in any of ALT's Special Interest Groups (SIGs) or ALT Members Groups?

**Q9 Are you currently involved in or a member of:**

Renamed:

- #ALTC Blog (formerly ALT Online Newsletter) editor

Removed:

- ocTEL (e.g. tutors)
- CMALT Development Group

**Q16/17 function of your role?**

Added:

- Staff development/training