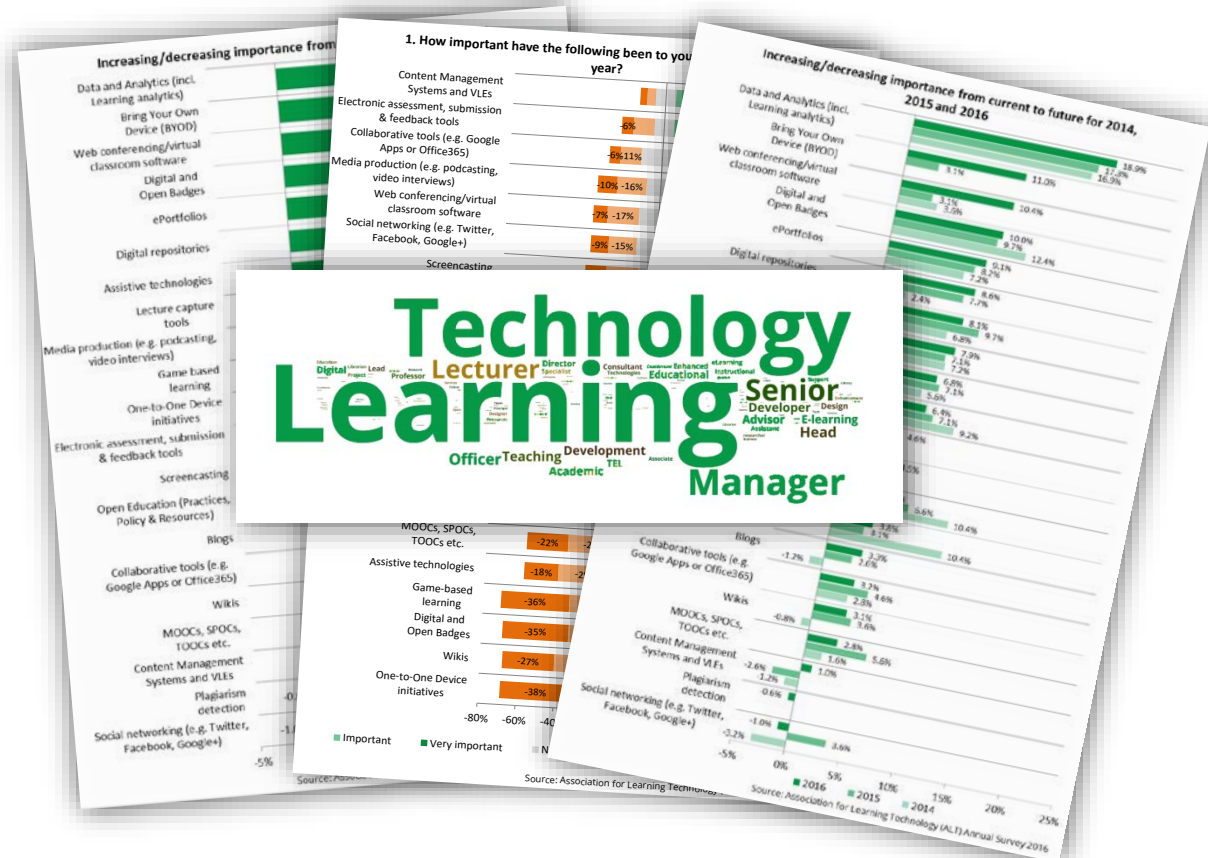


## Reporting from the Annual Survey 2016



# 1 Summary

This report presents findings from the third Association for Learning Technology (ALT) Annual Survey. The survey is designed to:

- ◇ Understand current and future practice
- ◇ Show how Learning Technology is used across sectors
- ◇ Help map the ALT strategy to professional practice to better meet the needs of and represent our Members.

As with previous years, the survey was advertised predominately to ALT Members but at the same time promoted publically, and responses were collected between December and January. In total 245 responses have been analysed, 88% (n. 216) of these being submitted by ALT Members. The ALT Annual Survey contains a common core of questions asked in all annual surveys. This year the survey was supplemented with additional questions specifically aimed at informing the new ALT Strategy 2017–2020.

## Current and future priorities

As with the ALT Annual Survey 2015, **'Content Management Systems and VLEs'** and **'Electronic assessment'** remain to be the top two areas of importance within current practice. This year saw **'Collaborative tools (e.g. Google Apps, Office365 etc.)'** take the third spot when ranked by importance, this area progressively increasing in importance for three consecutive years. The data also reveals declines in importance within current practice for **'MOOCs'**, **'Social networking'** and **'Web conferencing/virtual classroom software'**; however, in the latter two areas they both remain highly ranked in importance with current practice.

Looking ahead to future priorities, **'Data and Analytics (incl. Learning Analytics)'** continue to become increasingly important to respondents, but **'Content Management Systems and VLEs'** and **'Electronic assessment'** remain the top two future priorities. Ranked third in terms of future importance was **'Web conferencing/virtual classroom software'** despite it losing importance within current practice. Both **'Plagiarism detection'** and **'Social Networking'** saw small declines when comparing responses for current and future importance. The areas respondents most noted not listed in the survey were **'Augmented/Virtual Reality'** and **'Blended Learning'**.

## Enablers and drivers for use of Learning Technology

Like last year the top three enablers/drivers for use of Learning Technology were **'Engagement from students/learners'**, **'Colleagues' knowledge/expertise'** and **'Colleagues' commitment'**. Comparing responses to previous surveys, the enabler/driver that has seen the greatest increase is **'Staff development opportunities'**, which has gone from 55% 'agree/strongly agree' in 2014 to 67% in 2016.

## 1.1 Key points

- ◇ The survey received 245 responses, 88% (n. 216) from ALT Members
- ◇ Current areas of work respondents thought were the most important or very important:
  - content management systems and VLEs
  - electronic assessment, submission and feedback
  - collaborative tools (like Google Apps, Office365 etc.)
- ◇ Future areas of work respondents thought were the most important or very important:
  - content management systems and VLEs
  - electronic assessment, submission and feedback
  - web conferencing/virtual classroom software
- ◇ Data and Analytics have the biggest increase in perceived importance from current to future practice
- ◇ Respondents 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
- ◇ Staff development opportunities are increasingly seen as a driver or enabler of engaging in the use of Learning Technology

### ALT's next strategy 2017–2020

Overall the feedback from Members in response to the areas for new developments was very positive and echoed the support to ALT's aims and values expressed throughout the wider consultation. From among the ideas suggested for new development, these three were supported most strongly by respondents:

- Expanding the recognition of the CMALT framework by '**Alignment of the CMALT scheme with other accreditation frameworks**' was indicated by respondents as the most important area to develop on a national scale.
- Similarly the idea to develop a '**Professional mentoring scheme for Members by Members**' and expanding the framework to provide '**CMALT for senior professionals**' gathered strong support.
- Overall support for activities which help deliver public benefit was felt to be important and the aim to '**continue to make available Open Access research in Learning Technology**' with over half (55%, n. 132) of respondents is one example of how this was expressed.

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## 2 Responses

The survey was open for responses between 7 December 2016 and 9 January 2017. The survey questions are included in this report's appendix. The questions in the 2016 survey were the same as in 2015 with the exception of questions relating to ALT's 2017–20 strategy. As with previous years, the survey was publicised on the ALT website, via ALT's social media channels and by directly emailing ALT members. In total 245 responses were analysed, an increase of 49 on the previous year.

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
- ◇ ALT's next strategy 2017–2020
- ◇ Who responded to the survey

## 2.1 Current and future important areas of work

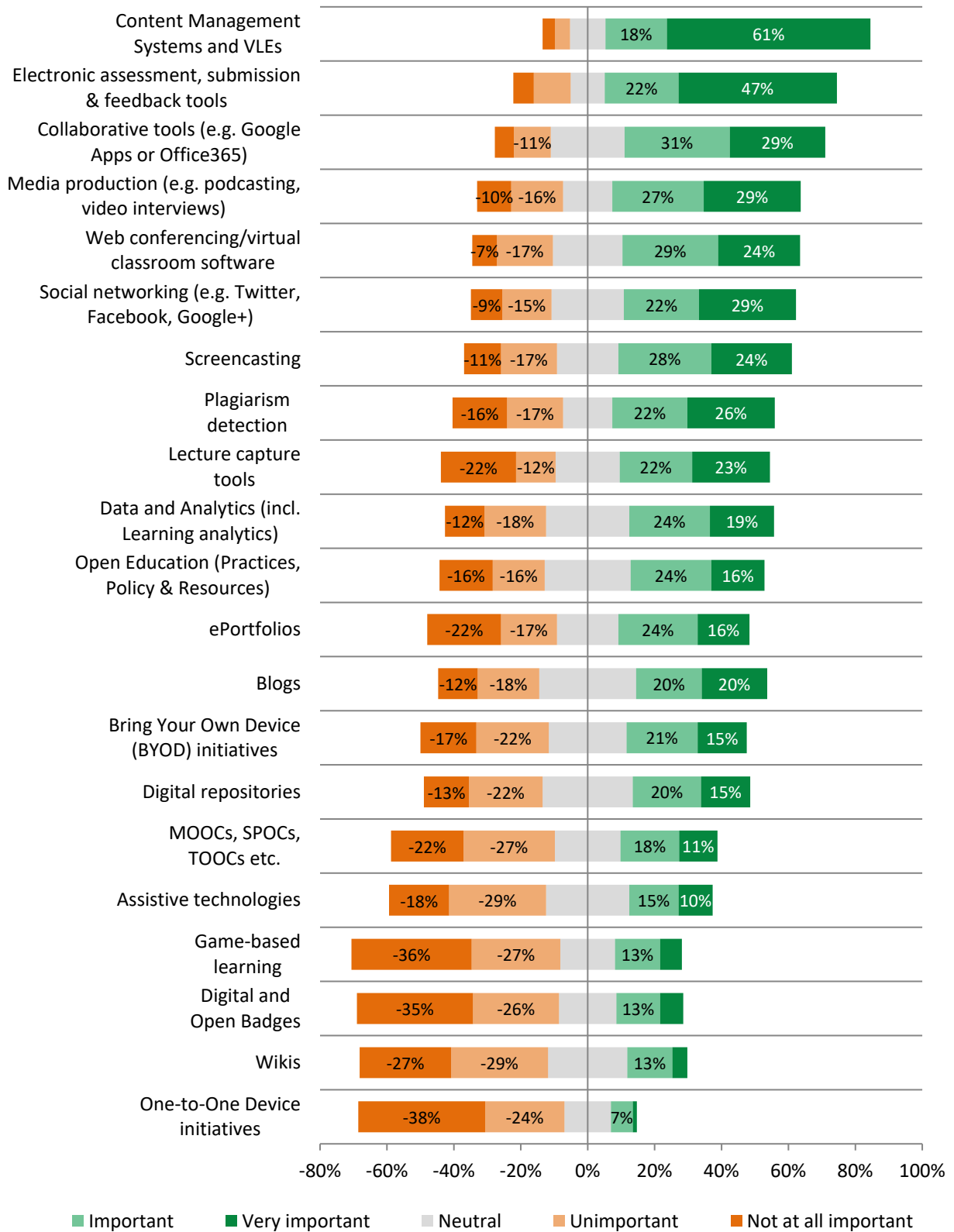
### 2.1.1 Current priorities

As with previous years, respondents were asked to indicate their perceived importance on a 5-point Likert scale to 21 key areas associated with Learning Technology within their current and future areas of work. The 21 listed areas, listed in '3 Appendix – ALT Annual Survey 2016', remain unchanged from the Annual Survey in 2015 and overlap with those asked in 2014, allowing longitudinal analysis.

In Figure 2.1, current areas of importance are summarised, ranked by the combined important and very important Likert responses. As with the 2015 survey, 'Content Management Systems and VLEs' and 'Electronic assessment' are ranked top when combining important and very important responses. Three additional areas with the highest very important responses are 'Collaborative Tools', 'Media production' and 'Social Networking'.

In Figure 2.2, the combined important and very important percentages are shown for consecutive surveys between 2014 and 2016. This shows a degree of consistency around the combined important/very important responses for 'Content Management Systems and VLEs' and 'Electronic assessment'. The graph also highlights a number of trends including the perceived increasing importance of 'Collaborative Tools' within current practice, going from 50% in 2014 to 60% in 2016. A similar trend can also be seen for 'Screencasting', which has gone from 41% important/very important in 2014 to 51% in 2016. Conversely, Figure 2.2 also shows declines in responses for 'MOOCs' which has gone from 39% in 2014 to 29% in 2016. While this is perhaps not a surprise given recent headlines, it is also worth noting similar declines in other areas such as 'Social networking' and 'Web conferencing/virtual classroom software'.

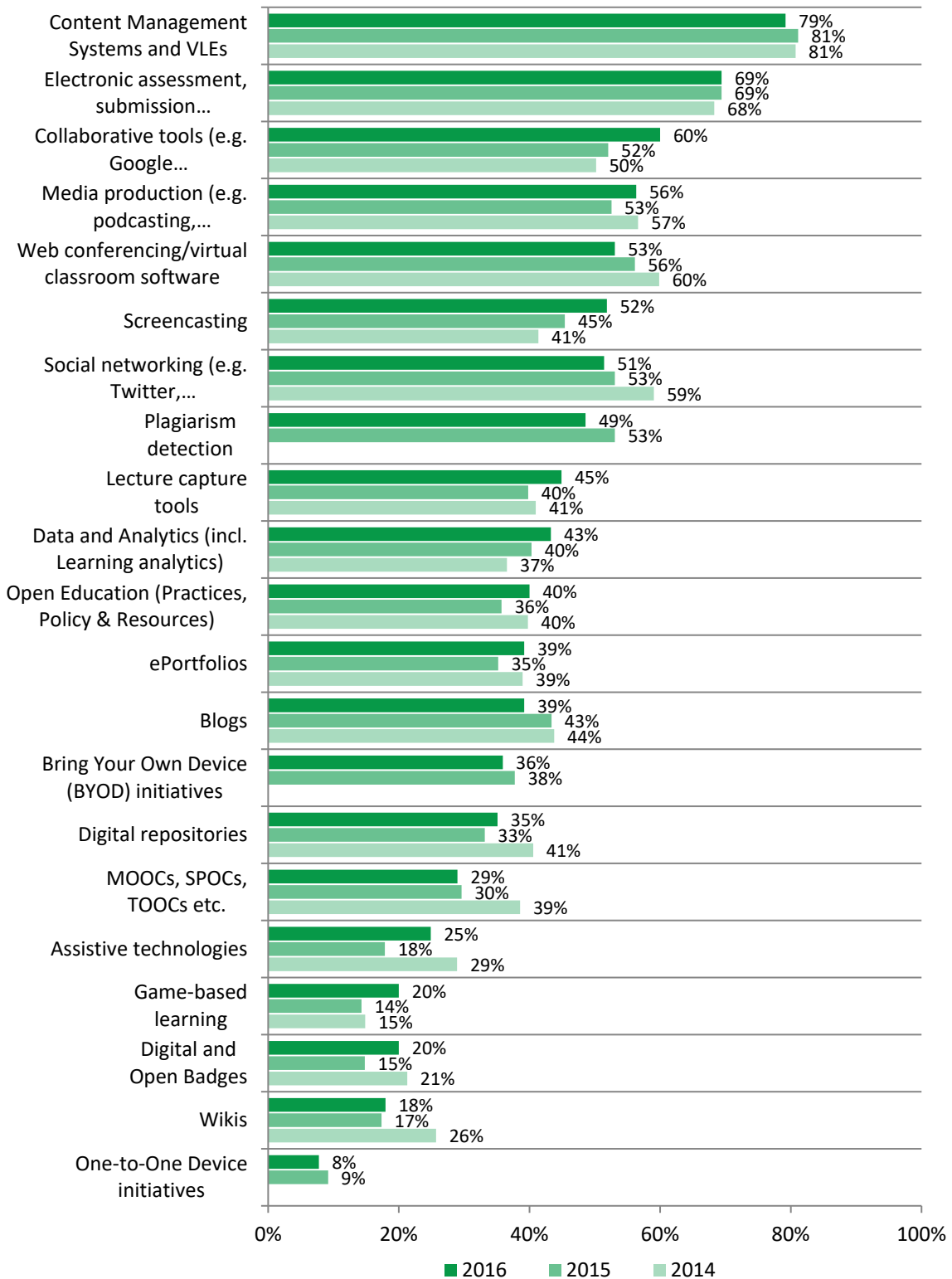
### 1. How important have the following been to your work over the past year?



Source: Association for Learning Technology (ALT) Annual Survey 2016

Figure 2.1 Current areas of importance in 2016 ranked by items marked as important or very important on a 5-point Likert scale

### Changes in important/very important areas currently (2014, 2015 & 2016)



Source: Association for Learning Technology (ALT) Annual Survey 2016

Figure 2.2 Comparison of areas marked important/very important for current work in 2014, 2015 and 2016

## 2.1.2 Future priorities

As part of the survey, respondents were asked to indicate how important the same 21 key areas were going to be in their coming year on the same 5-point Likert scale. Future areas are summarised in Figure 2.3, ranked by the combined important and very important Likert responses. Both in the previous year and in 2016, and ranking from current areas of importance (Figure 2.1) 'Content Management Systems and VLEs' and 'Electronic assessment' are top. Unlike 2015 the third place ranked future area is 'Web conferencing/virtual classroom software' instead of 'Media production'; however, it should be noted that both these areas have been within a 0.5% difference for 2015 and 2016.

Similar to current areas of importance in Figure 2.4, the combined important/very important responses for future areas for surveys in 2014, 2015 and 2016 are shown. Similar to current areas, this graph shows a degree of consistency in responses over the three years of surveys. The analysis also reveals some trends: for example, both 'Data and Analytics' and 'Collaborative tools' have consecutively increased in perceived importance, increasing by 9% between 2014 and 2016. Similarly, as with current areas, MOOCs have consecutively declined in future importance by 8% over the three surveys.

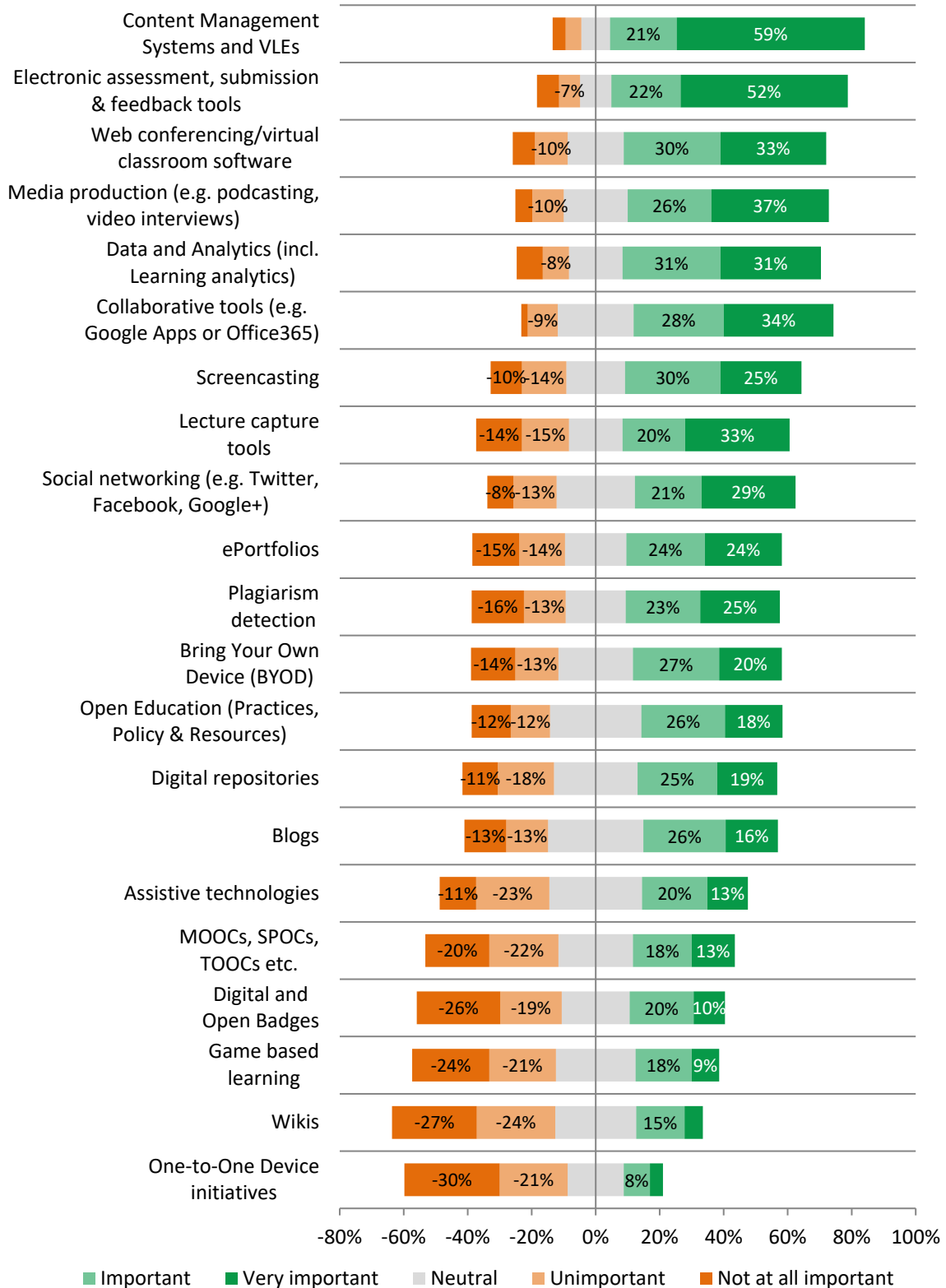
In Figure 2.5, the difference in the aggregated important/very important Likert responses for current and future areas in the 2016 survey is shown. Caution has to be used when interpreting this data as areas like 'Content Management Systems' already have very high perceived importance in current practice, leaving less room for them to gain importance in future work. With this in mind, the graph reveals the biggest increase in perceived importance from current to future for 'Data and Analytics'. At the opposite spectrum, the responses for 'Social Networking' comparing current and future importance reveals a decline, which was also reported in 2.1.1 Current priorities.

In Figure 2.6, data from the surveys from 2014 and 2015 is included in the analysis in an attempt to identify any trends. This reveals that 'Data and Analytics' is consistently the area where there is the greatest change in importance from current to future. A number of other areas show a degree of consistency. Some anomalies to note are an increased difference in importance for 'Web conferencing'. Something similar can be seen for 'Bring Your Own Device' but a comparison is only possible for 2015. In the case of 'Social Networking' the data reveals responses that are varied and include both increases and decreases in perceived importance between current and future work.

As part of the survey questions, respondents were asked to identify current or emerging area (technical or pedagogical) which will be important in the coming year captured as a free text response. These responses have been categorised and the frequency of these is shown in Figure 2.7. The results show a high frequency for 'Augmented/Virtual Reality' and 'Blended Learning'.



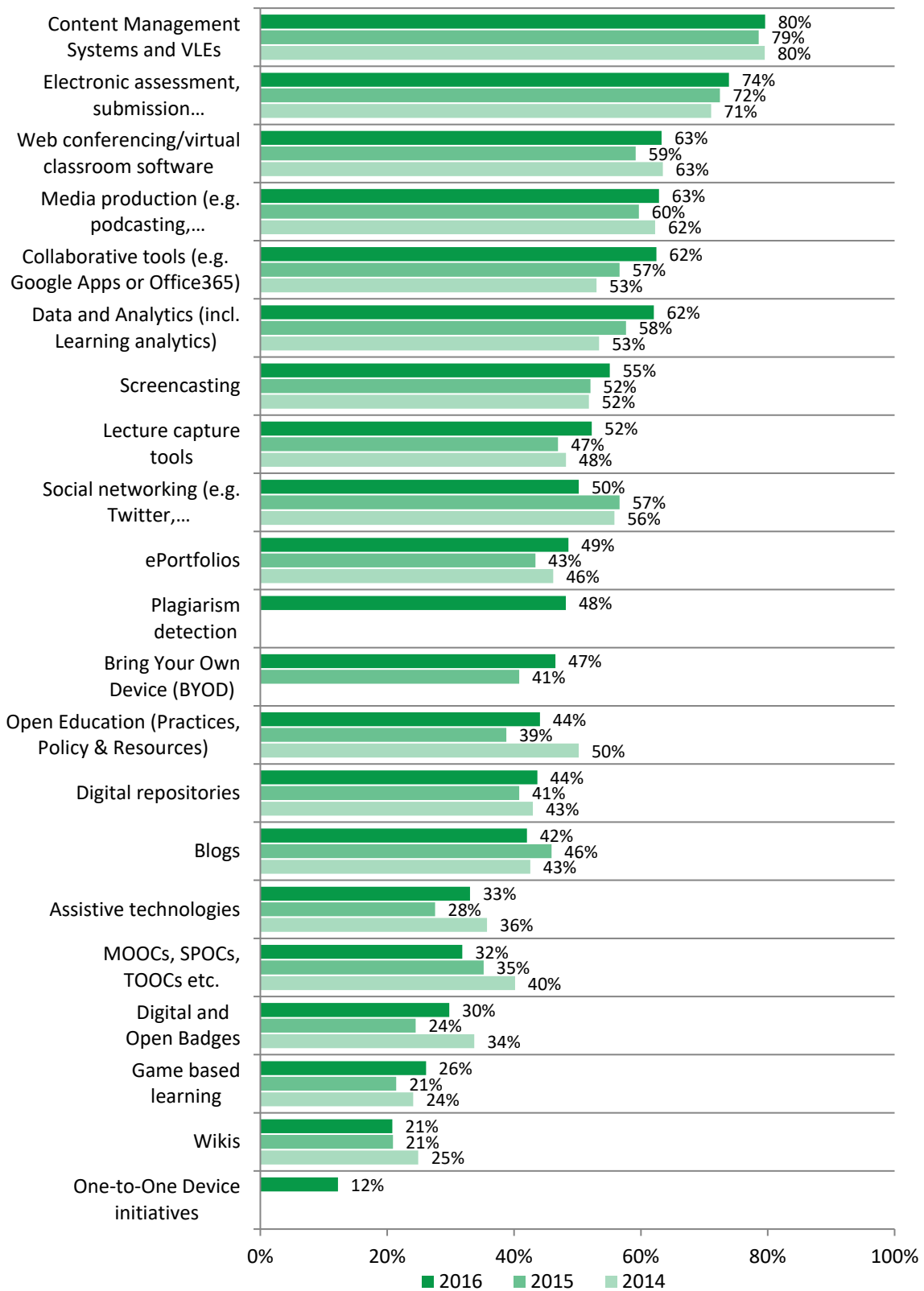
### 3. And how important do you expect the following will be for you in the coming year?



Source: Association for Learning Technology (ALT) Annual Survey 2016

Figure 2.3 Future areas of importance in 2016 ranked by items marked as important or very important on a 5-point Likert scale

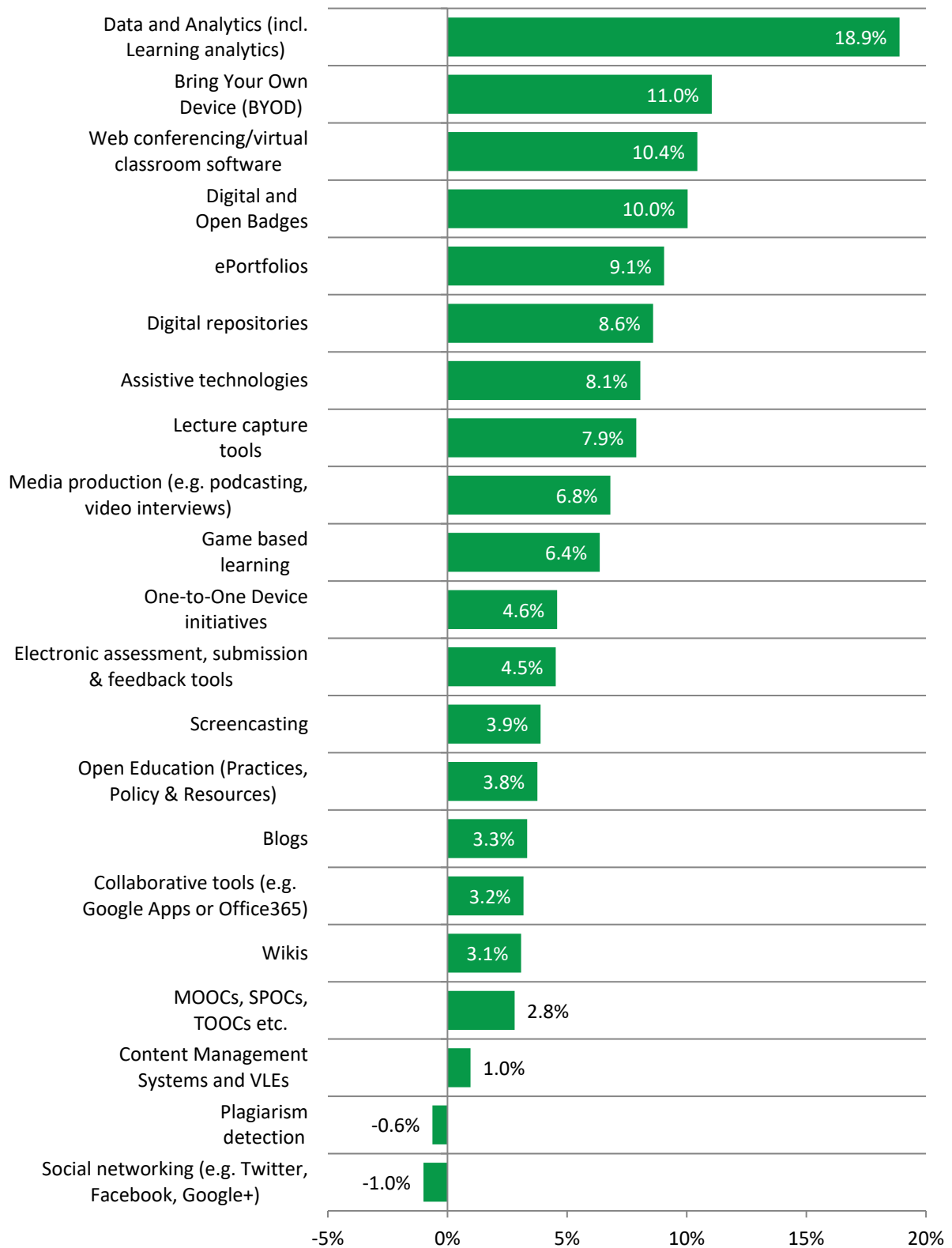
### Changes in important/very important areas for future (2014, 2015 & 2016)



Source: Association for Learning Technology (ALT) Annual Survey 2016

Figure 2.4 Comparison of areas marked important/very important for future work in 2014, 2015 and 2016

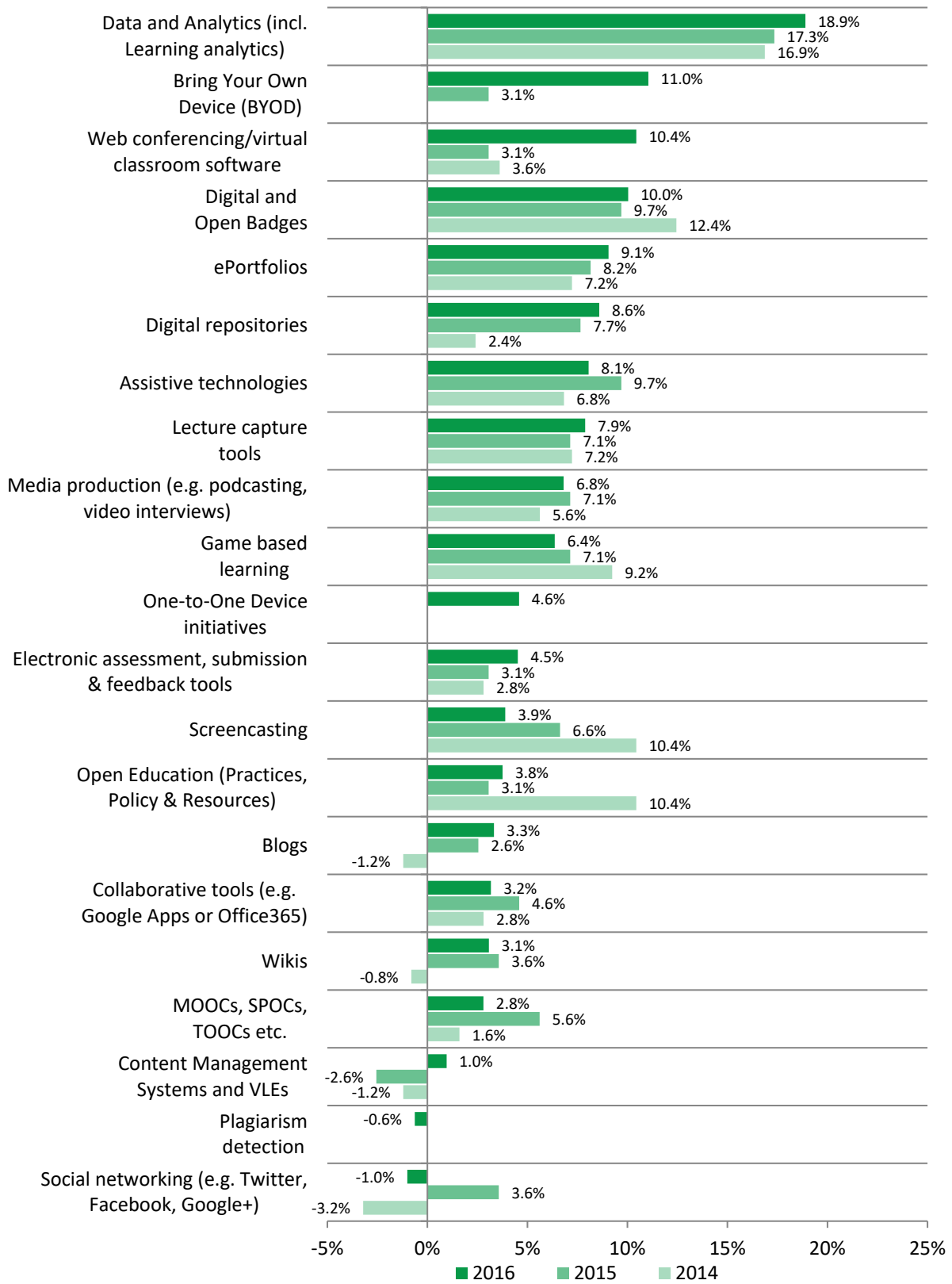
### Increasing/decreasing importance from current to future in 2016



Source: Association for Learning Technology (ALT) Annual Survey 2016

Figure 2.5 Change in current and future areas marked important or very important on a 5-point Likert scale

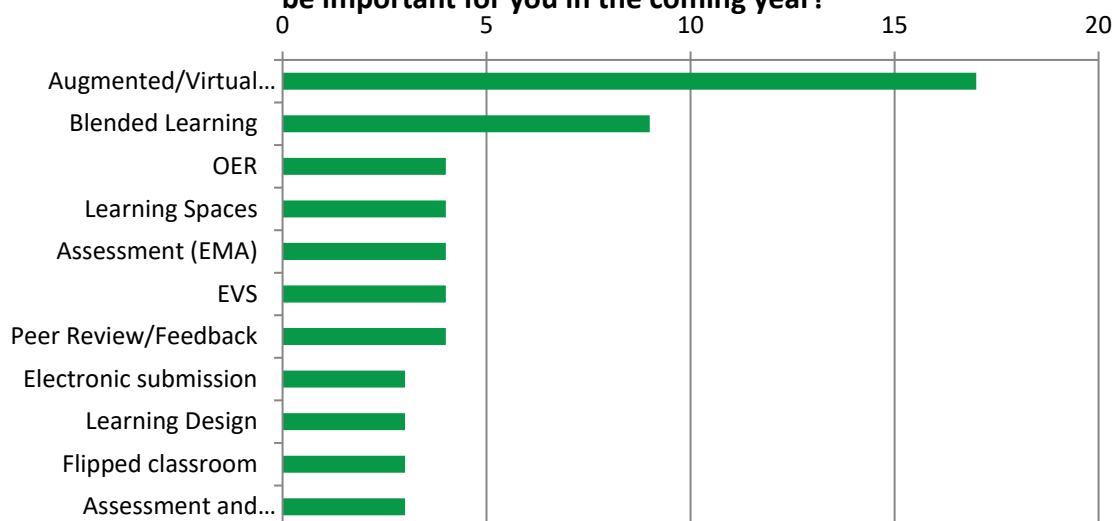
**Increasing/decreasing importance from current to future for 2014, 2015 and 2016**



Source: Association for Learning Technology (ALT) Annual Survey 2016

Figure 2.6 Change in current and future areas marked important or very important on a 5-point Likert scale comparing surveys from 2014, 2015 and 2016

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



Source: Association for Learning Technology (ALT) Annual Survey 2016

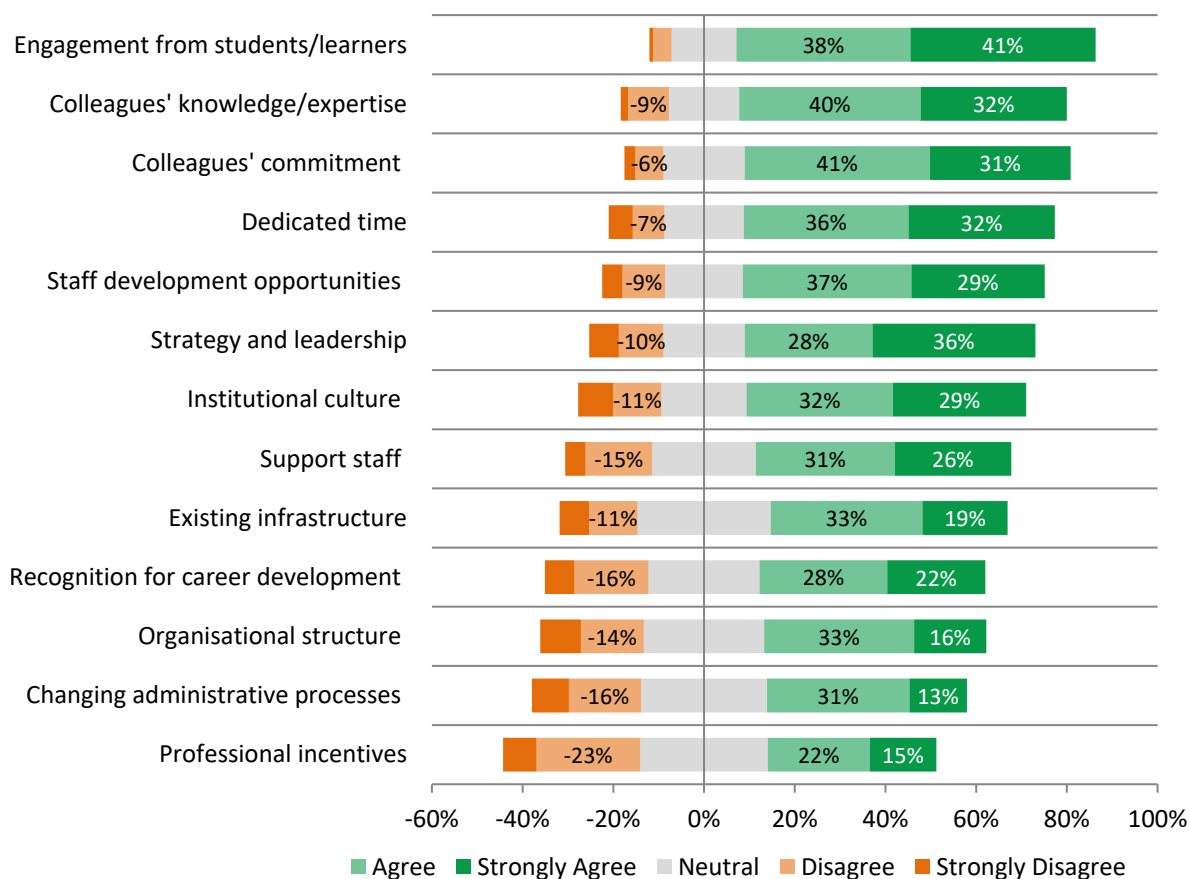
Figure 2.7 Summary of responses to other current or emerging areas that will be important in the coming year

## 2.2 Enablers and drivers of Learning Technology

Figure 2.8 summarises responses to enablers and drivers of Learning Technology, which has been ordered by the aggregate agree/strongly agree Likert responses. As with the 2015 survey, the top three enablers/drivers are indicated as 'Engagement from students/learners', 'Colleagues' knowledge/expertise' and 'Colleagues' commitment'.

To highlight differences between surveys aggregated agree/strongly agree responses for 2014, 2015 and 2016 are shown in Figure 2.9. Overall there is a general consistency in the responses from all three surveys. One area where there has been the greatest year-on-year increase in agreement is 'Staff development opportunities', which has gone from 55% agree/strongly agree in 2014 to 67% in 2016. This potentially puts ALT's certification scheme in a good position to answer this demand. Another areas which have seen continued growth is the top ranked 'Engagement from students/learners'.

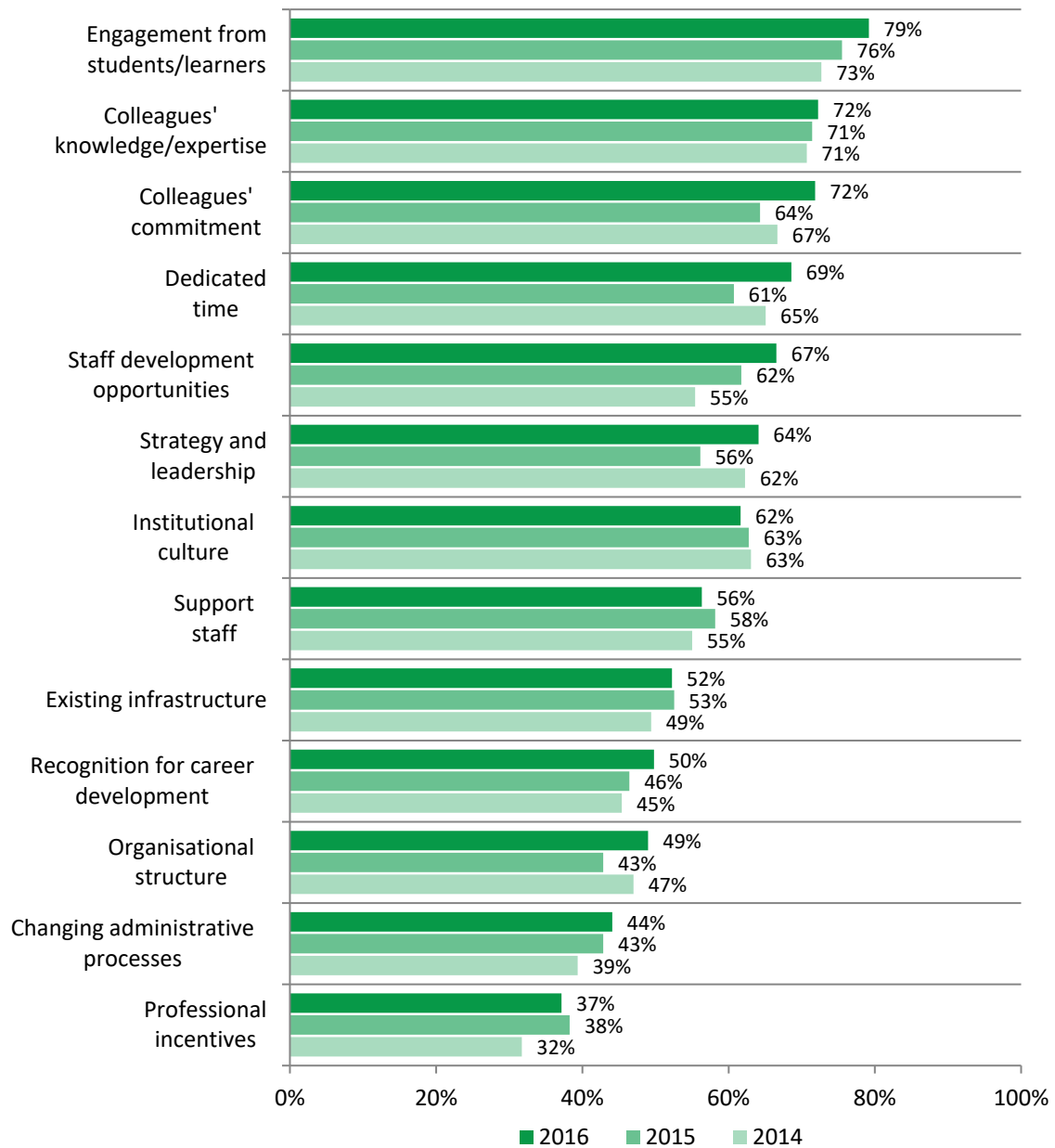
### 2. Would you describe the following as an enabler/driver for you in your use of Learning Technology?



Source: Association for Learning Technology (ALT) Annual Survey 2016

Figure 2.8 Ranking of enablers and drivers based on 5-point Likert responses to areas respondent's agreed or strongly agreed

**2. Would you describe the following as an enabler/driver for you in your use of Learning Technology? Comparison of agree/strongly agree for 2014, 2015 and 2016**



Source: Association for Learning Technology (ALT) Annual Survey 2016

Figure 2.9 Comparison of agree/strongly agree responses to Learning Technology enablers and drivers for 2014, 2015 and 2016

## 2.3 ALT's next strategy 2017–2020

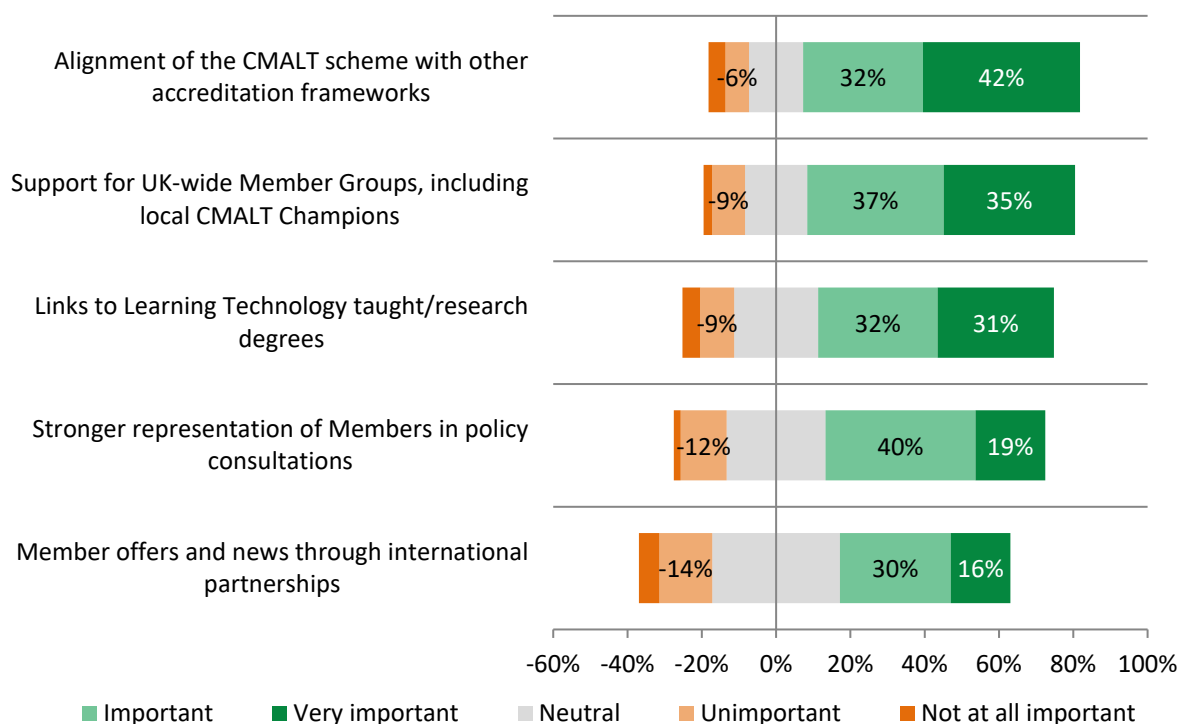
A new addition to the 2016 Annual Survey was three questions to gather feedback for ALT's next strategy. The questions were designed to gather opinions around three suggested areas:

- New ideas that can benefit the Membership at a national level
- New ways to lead professionalisation in Learning Technology
- More ways in which we can inform practice and share research openly for public benefit.

Within these areas respondents were asked to indicate importance based on a 5-point Likert scale of a set of suggestions.

In Figure 2.10, the ideas that can benefit the Membership at a national level have been ranked by the aggregated important/very important responses. 'Alignment of the CMALT<sup>1</sup> scheme with other accreditation frameworks' was the highest ranked area with 75% (n. 164), indicating that this was important or very important. Second was 'Support for UK-wide Member Groups, including local CMALT Champions', which received 72% (n. 155) important/very important responses.

### 4a. New ideas that can benefit the Membership at a national level



Source: Association for Learning Technology (ALT) Annual Survey 2016

Figure 2.10 Ranking of national level benefits based on 5-point Likert responses to areas indicated as important or very important

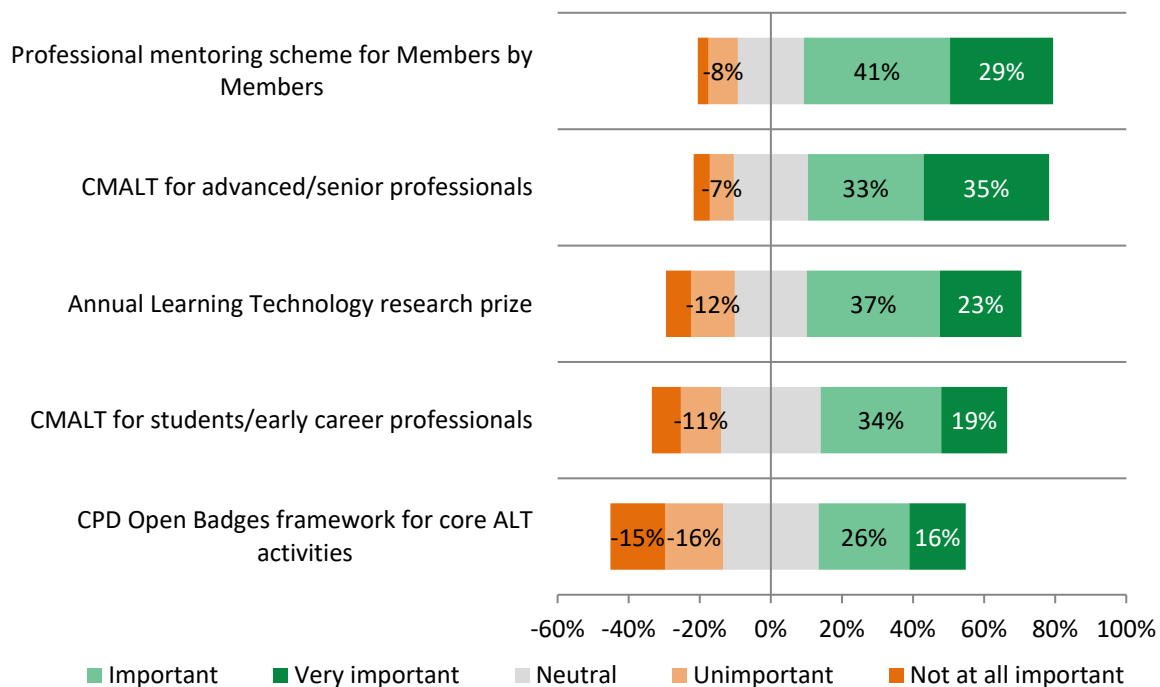
<sup>1</sup> CMALT – Certified Membership of ALT (ALT's peer-reviewed accreditation scheme)



In Figure 2.11, the ways to lead professionalisation in Learning Technology have been ranked by the aggregated important/very important responses. The idea that received the greatest 'very important' support was 'CMALT for senior professionals', which received 35% (n. 78) of responses. It should, however, be noted that 24% (n. 58) of respondents indicated they were in 'Management/leadership' roles, which may have influenced responses (see 2.4 Who responded to the survey for a full breakdown of respondents).

When combining 'important' responses, the top idea was 'Professional mentoring scheme for Members by Members', which was indicated by 70% (n. 162) as important or very important. Responses for the lowest ranked area, 'CPD Open Badges framework for core ALT activities', were divided with 32% (n. 72), indicating it was not important, and 41% (n. 94) indicating that it was important.

#### 4b. New ways to lead professionalisation in Learning Technology

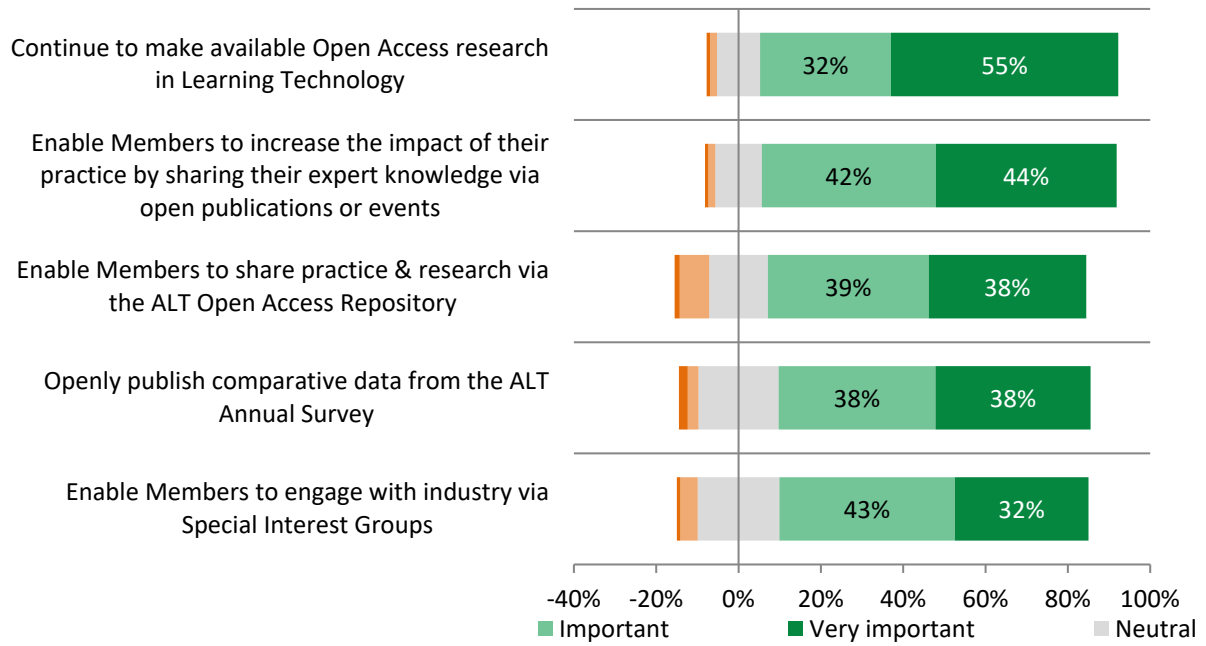


Source: Association for Learning Technology (ALT) Annual Survey 2016

Figure 2.11 Ranking of leading professionalisation on 5-point Likert responses to areas indicated as important or very important

In Figure 2.12, the ways in which practice can be informed and shared openly have been ranked by the aggregated important/very important responses. All the suggested ways received positive support with at least 75% indicating them as important or very important. The area that received the most support was to 'continue to make available Open Access research in Learning Technology', which over half (55%, n. 132) indicated as very important. This was followed by enabling Members to increase the impact via open publications or events, which had a similar aggregated important/very important response rate.

#### 4c. More ways in which we can inform practice & share research openly for public benefit

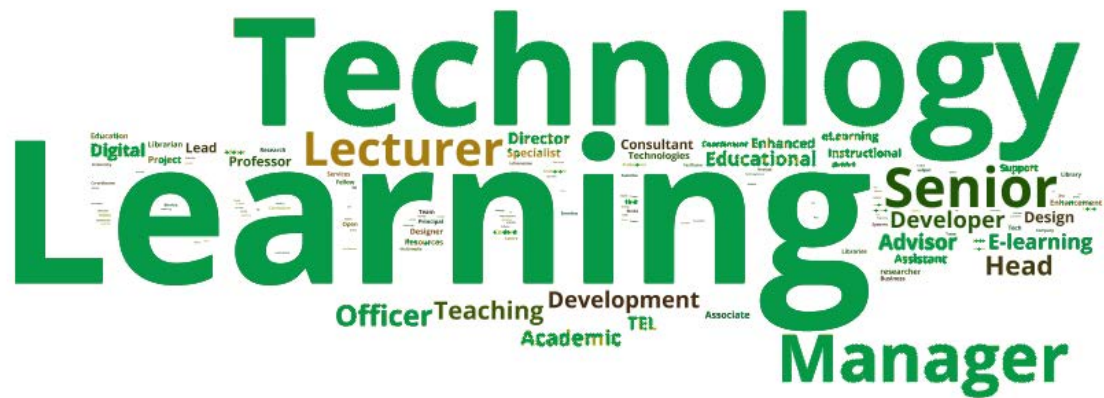


Source: Association for Learning Technology (ALT) Annual Survey 2016

Figure 2.12 Ranking of informing practice and sharing research based on 5-point Likert responses to areas indicated as important or very important

## 2.4 Who responded to the survey

The following sections summarise demographic data collected as part of the survey. Where possible the data includes responses from the ALT Annual Survey 2015 which reveals similar profiles to respondents to this year's survey.

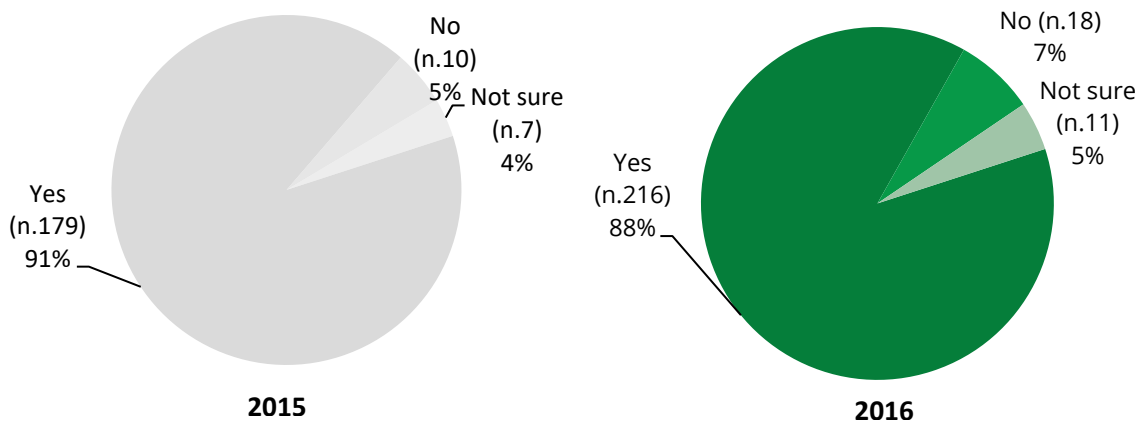


Source: Association for Learning Technology (ALT) Annual Survey 2016

Figure 2.13 Word frequency of respondent's job titles

### 2.4.1 ALT Membership

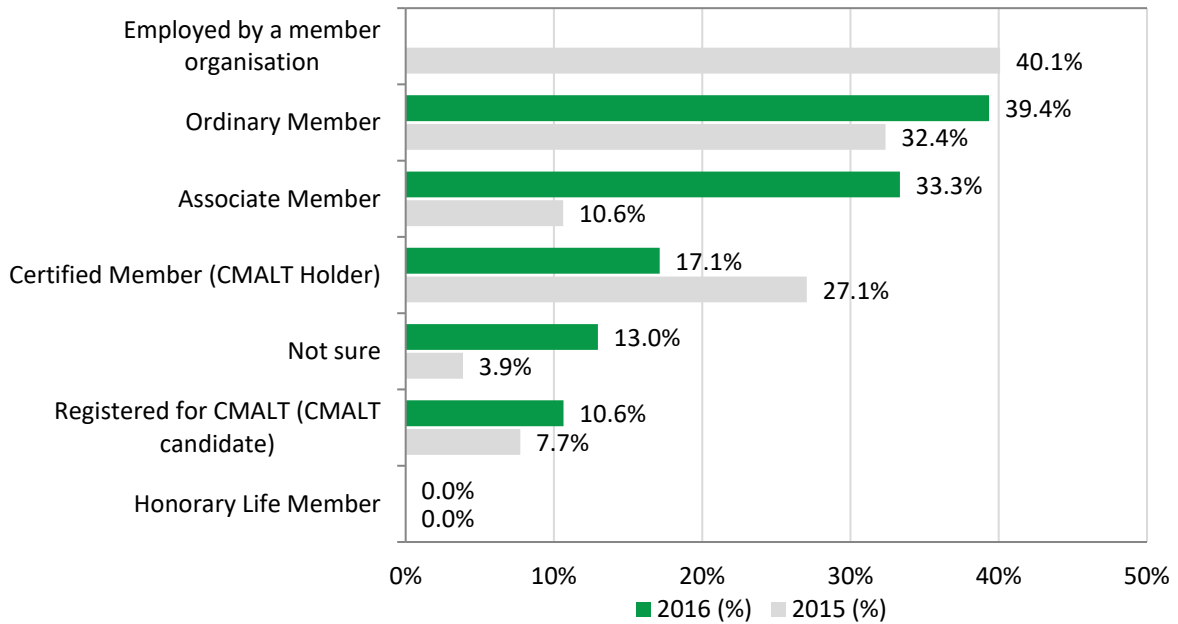
#### 6. Are you currently a member of ALT or involved in ALT another way?



Source: Association for Learning Technology (ALT) Annual Survey 2016

Figure 2.14 Graph of respondent's membership/involvement in ALT

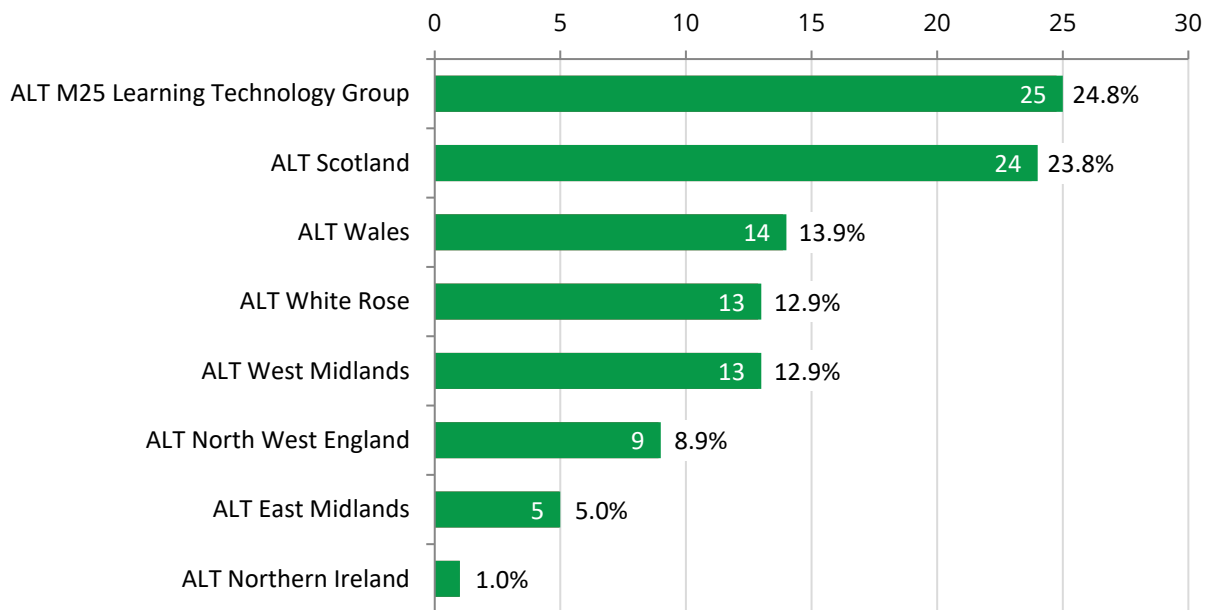
### 7. Are you a member?



Source: Association for Learning Technology (ALT) Annual Survey 2016

Figure 2.15 Graph of respondent's membership type

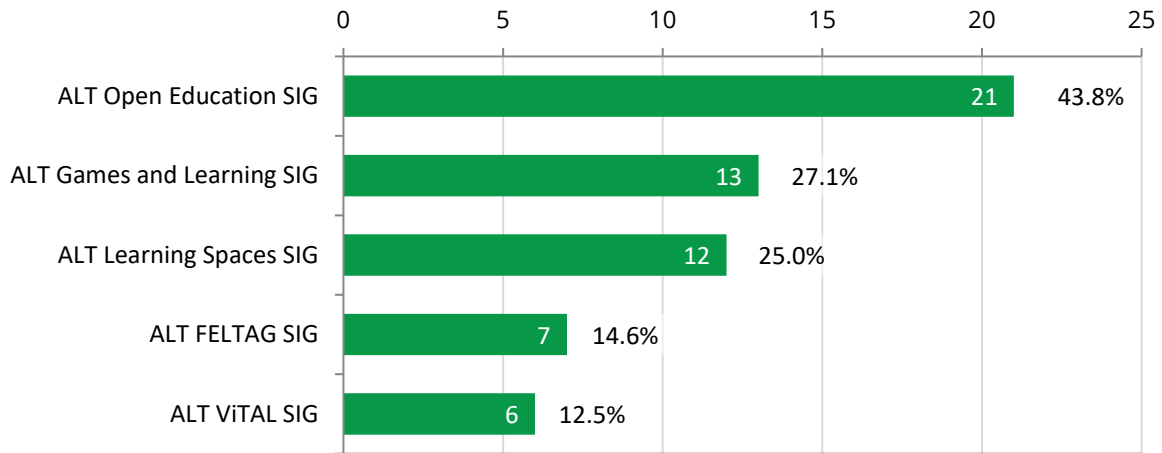
### 8a. Are you currently a member any of these ALT Members Groups?



Source: Association for Learning Technology (ALT) Annual Survey 2016

Figure 2.16 Engagement by respondents with ALT Members Groups

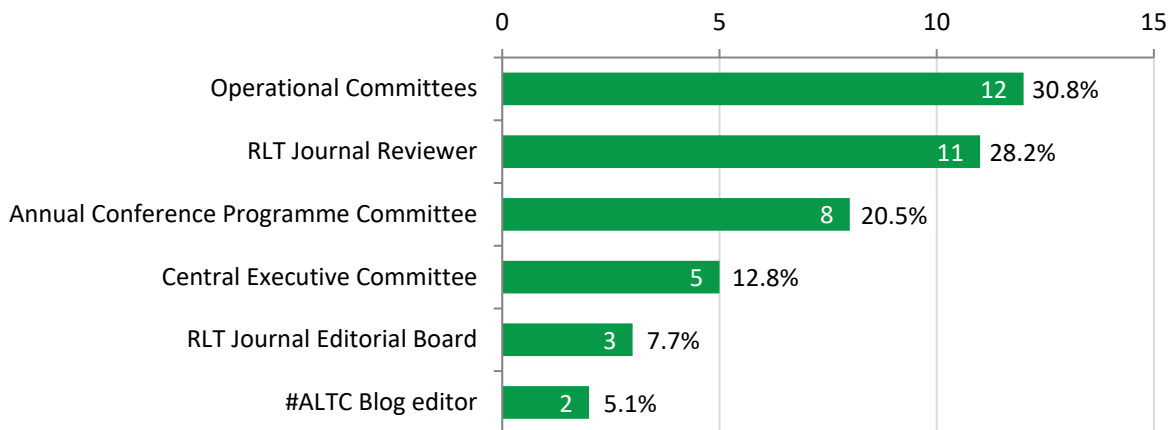
**8b. Are you currently involved in any of these ALT Special Interest Groups (SIGs)?**



Source: Association for Learning Technology (ALT) Annual Survey 2016

Figure 2.17 Engagement by respondents with ALT Members Special Interest Groups (SIGs)

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

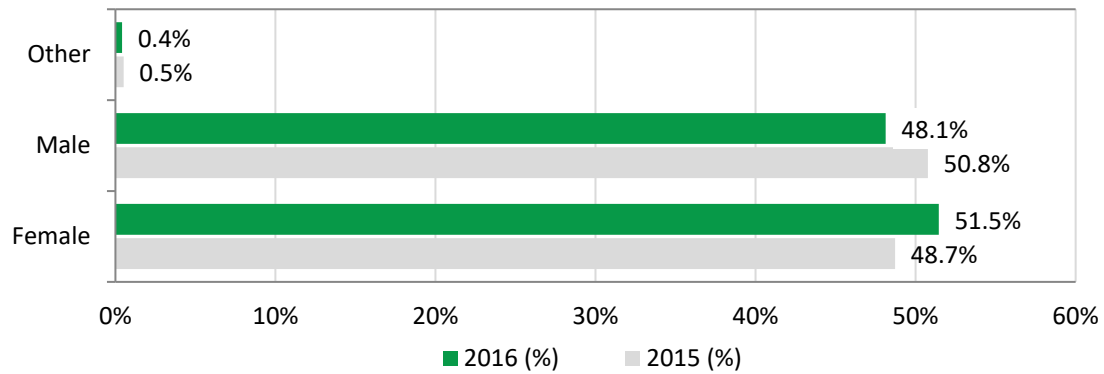


Source: Association for Learning Technology (ALT) Annual Survey 2016

Figure 2.18 Engagement by respondents with ALT governance, Journal and #ALTC Blog

## 2.4.2 Demographic

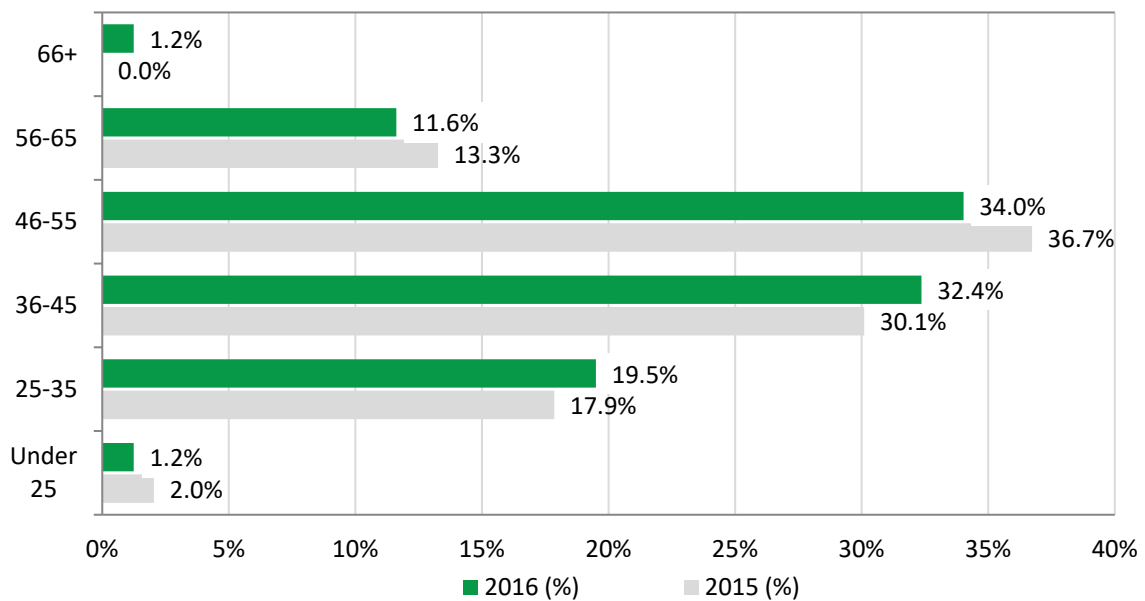
### 11. Gender



Source: Association for Learning Technology (ALT) Annual Survey 2016

Figure 2.19 Graph of respondent's indicated gender with a comparison to 2015

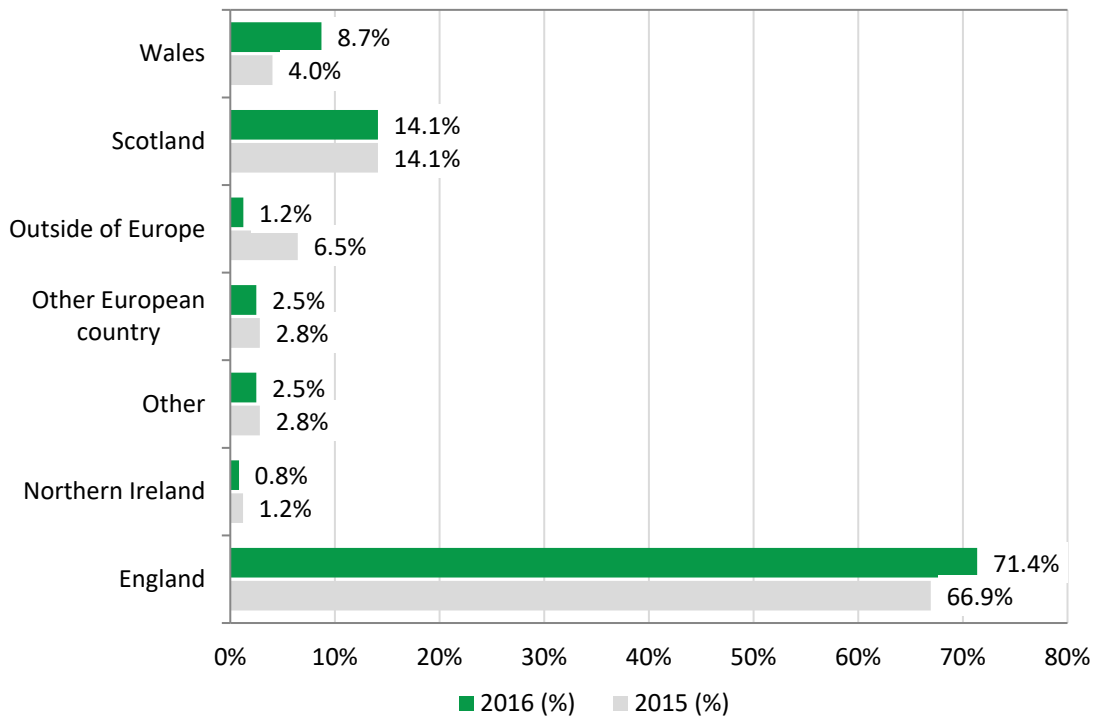
### 12. Age



Source: Association for Learning Technology (ALT) Annual Survey 2016

Figure 2.20 Graph of respondent's indicated age with a comparison to 2015

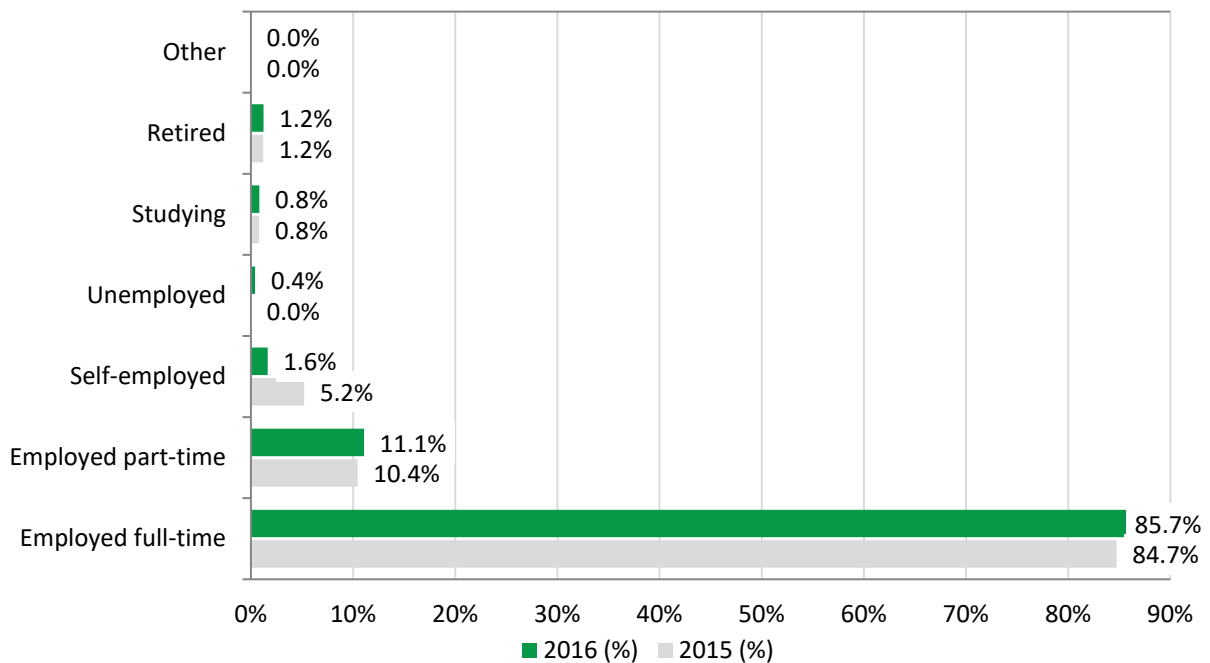
### 13. Where is your place of residence?



Source: Association for Learning Technology (ALT) Annual Survey 2016

Figure 2.21 Graph of respondent's indicated place of residence with a comparison to 2015

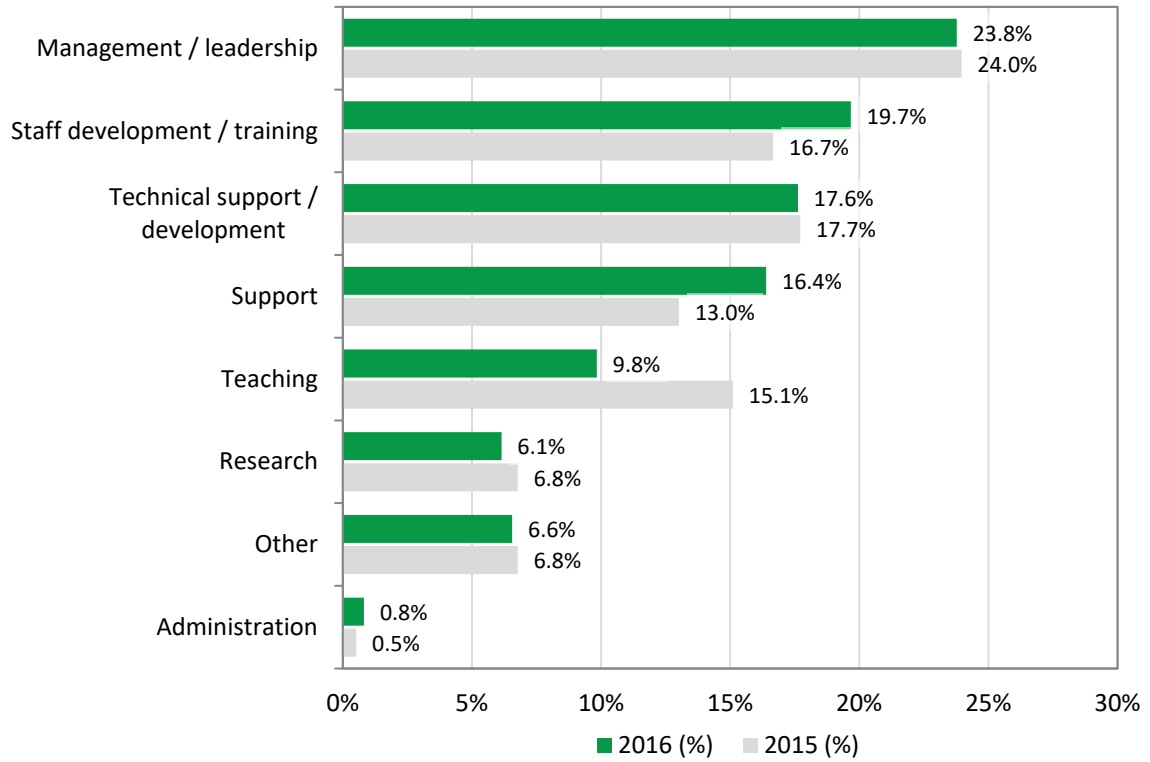
### 14. How would you describe your current employment?



Source: Association for Learning Technology (ALT) Annual Survey 2016

Figure 2.22 Graph of respondent's indicated employment status with comparison to 2015

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

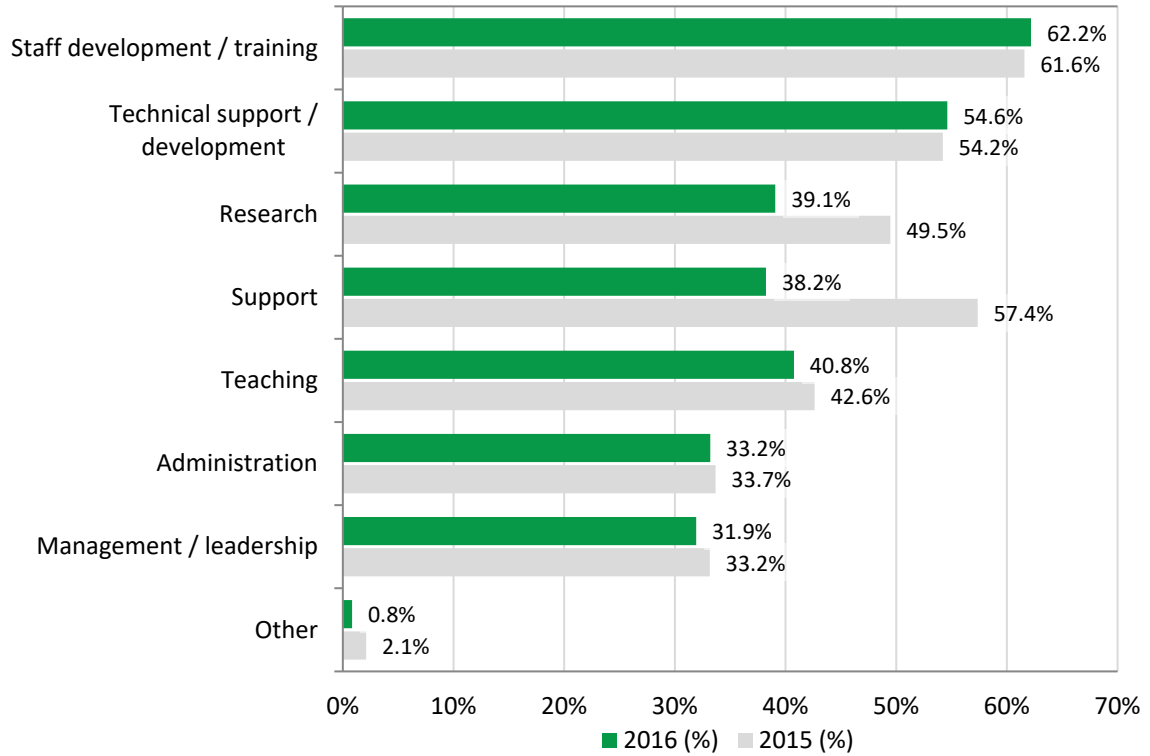


Source: Association for Learning Technology (ALT) Annual Survey 2016

Figure 2.23 Graph of respondent's primary role with a comparison to 2015



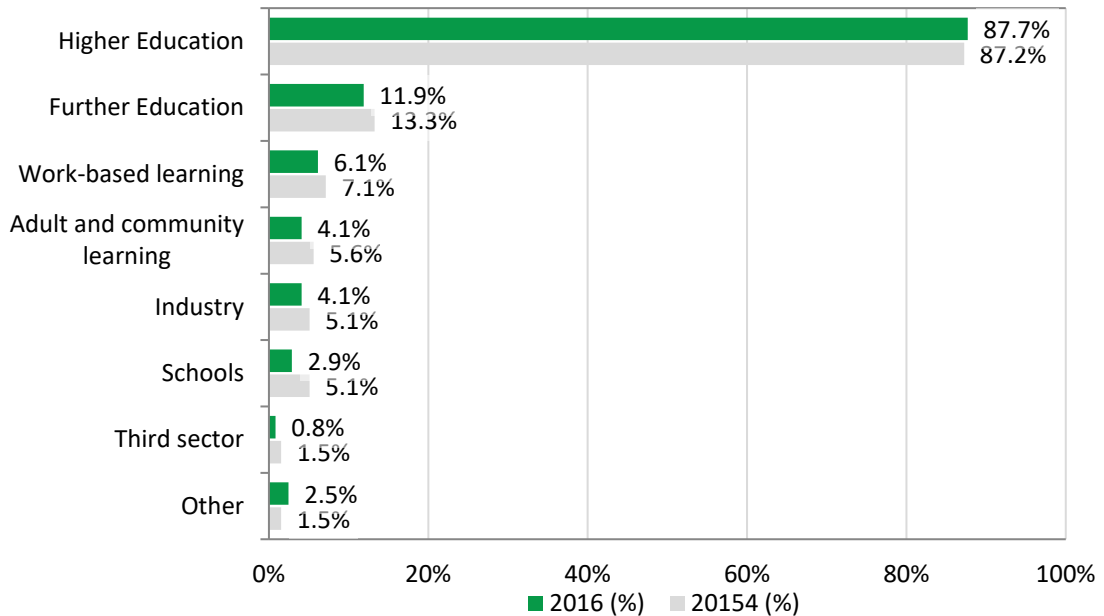
### 17. What are other functions of your role?



Source: Association for Learning Technology (ALT) Annual Survey 2016

Figure 2.24 Graph of respondent's secondary roles with a comparison to 2015

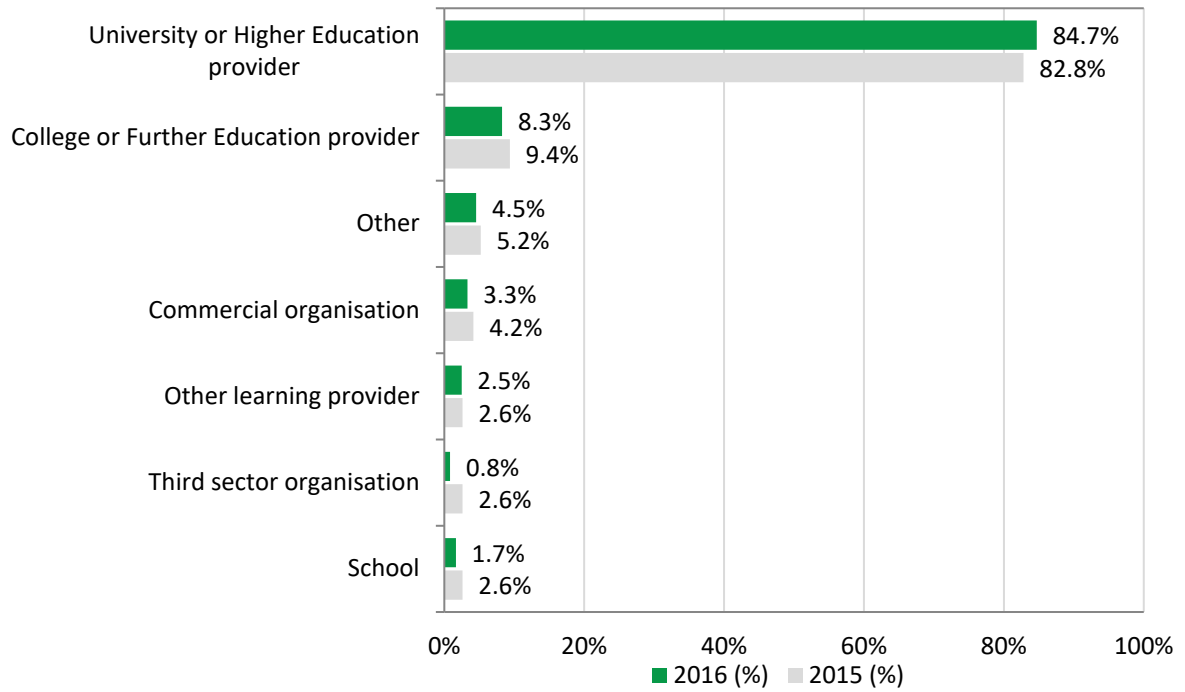
### 18. Which sector(s) are you based in?



Source: Association for Learning Technology (ALT) Annual Survey 2016

Figure 2.25 Graph of respondent's primary sector that they work in with a comparison to 2015

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



Source: Association for Learning Technology (ALT) Annual Survey 2016

Figure 2.26 Graph of type of organisation respondent's work for with a comparison to 2015

# 3 Appendix – ALT Annual Survey 2016

## ALT Annual Survey 2016

Welcome to the ALT Annual Survey 2016. The purpose of this survey is to engage with ALT members to:

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

This year the survey also includes a section on the next ALT strategy for 2017-2020. This is a key opportunity to help set priorities for the coming period.

The survey should take you no more than 12 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 becoming a member of ALT.

The Association for 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 <https://www.alt.ac.uk/about-alt/what-we-do>.

We will use the results of this survey to inform the work of ALT and the way in which we represent our members. It will also inform the next ALT strategy.

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>. The questions and responses from previous Annual Surveys are accessible from <https://www.alt.ac.uk/about-alt/what-we-do/annual-survey>.

\*Required

## Your perspective on Learning Technology

This first section is about your current practice/work.

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

Please give a rating from 1 to 5, where 1 = not at all important and 5 = very important.  
 Mark only one oval per row.

	1	2	3	4	5	Don't know
Open Education (Practices, Policy & Resources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital repositories	<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"/>
Content Management Systems and VLEs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistive technologies	<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"/>
Data and Analytics (incl. Learning analytics)	<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"/>
Screencasting	<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"/>
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"/>
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"/>
Lecture capture tools	<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"/>
Bring Your Own Device (BYOD) initiatives	<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"/>
Game-based learning	<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"/>
One-to-One Device initiatives	<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"/>

**Learning Technology... continued**

**2. 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 1 = strongly disagree and 5 = strongly agree.  
Mark only one oval per row.

	1	2	3	4	5	Don't know
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"/>
Institutional culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dedicated time	<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"/>
Changing administrative processes	<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"/>
Professional incentives	<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"/>
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"/>
Strategy and leadership	<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"/>

## Learning Technology in the coming year

**3. 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 1 = not at all important and 5 = very important.  
Mark only one oval per row.

	1	2	3	4	5	Don't know
Open Education (Practices, Policy & Resources)	<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"/>
Electronic assessment, submission & feedback tools	<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"/>
Content Management Systems and VLEs	<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"/>
Wikis	<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)	<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"/>
One-to-One Device initiatives	<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"/>
Assistive technologies	<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"/>
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"/>
Digital and Open Badges	<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"/>
Web conferencing/virtual classroom software	<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"/>
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"/>
Digital repositories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. 3b. What other current or emerging area (technical or pedagogical) will be important for you in the coming year?**

**ALT's next strategy 2017-2020**

We have been consulting Members on our next strategy for 2017-2020 and we have received a lot of input through our Suggestion Box, and online and face-to-face events. Throughout the consultation Members have expressed strong support for what we value as an Association. This includes being transparent, democratic and fair; inclusive and accessible; as well as being governed by Members who are openly elected.

The area in which we have received most input is new ideas for developing how we serve our Membership, and this section brings together suggestions grouped into three sections.

**5. 4a. New ideas that can benefit the Membership at a national level**

Below we provide an overview of the suggestions and we ask you to indicate how important these would be for you or the organisation you represent. Please give a rating from 1 to 5, where 1 = not at all important and 5 = very important.

*Mark only one oval per row.*

	1	2	3	4	5	Don't know
Member offers and news through international partnerships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stronger representation of Members in policy consultations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Links to Learning Technology taught/research degrees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alignment of the CMALT scheme with other accreditation frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support for UK-wide Member Groups, including local CMALT Champions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6. 4b. New ways to lead professionalisation in Learning Technology**

Thinking now about how ALT supports individual professionals, we ask you to indicate how important these would be for you or the organisation you represent. Please give a rating from 1 to 5, where 1 = not at all important and 5 = very important

*Mark only one oval per row.*

	1	2	3	4	5	Don't know
CMALT for students/early career professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional mentoring scheme for Members by Members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CPD Open Badges framework for core ALT activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CMALT for advanced/senior professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Annual Learning Technology research prize	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**7. 4c. More ways in which we can inform practice & share research openly for public benefit**

Again, we ask you to indicate how important these would be for you or the organisation you represent. Please give a rating from 1 to 5, where 1 = not at all important and 5 = very important. Mark only one oval per row.

	1	2	3	4	5	Don't know
Enable Members to engage with industry via Special Interest Groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enable Members to share practice & research via the ALT Open Access Repository	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enable Members to increase the impact of their practice by sharing their expert knowledge via open publications or events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Openly publish comparative data from the ALT Annual Survey	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Continue to make available Open Access research in Learning Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **Make your voice heard**

At the heart of our new strategy will be a short vision statement, describing what we set out to achieve over the next three years as the leading professional body for Learning Technology and why what we do is important for our Members and the public good.

Below we invite you to tell us why ALT is important to you.

**8. 5. ALT is important to me because...**

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

Mark only one oval.

- Yes      *Skip to question 10.*
- No      *Skip to question 14.*
- Not sure      *Skip to question 14.*

## **About your involvement in ALT**

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

Select all that apply.  
Tick all that apply.

- Individual Member (formerly known as Ordinary Member)
- Certified Member (CMALT Holder)
- Associate Member
- Honorary Life Member
- Registered for CMALT (CMALT candidate)
- Not sure

11. **8a. Are you currently a member any of these ALT Members Groups?**

Select all that apply.  
Tick all that apply.

- ALT East Midlands
- ALT Scotland
- ALT M25 Learning Technology Group
- ALT Northern Ireland
- ALT North West England
- ALT Wales
- ALT West Midlands
- ALT White Rose

12. **8b. Are you currently involved in any of these ALT Special Interest Groups (SIGs)?**

Tick all that apply.

- ALT FELTAG SIG
- ALT Games and Learning SIG
- ALT Learning Spaces SIG
- ALT Open Education SIG
- ALT VITAL SIG

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

Select all that apply.  
Tick all that apply.

- Operational Committees
- Annual Conference Programme Committee
- RLT Journal Editorial Board
- RLT Journal Reviewer
- #ALTC Blog editor
- Central Executive Committee
- Other: \_\_\_\_\_

Skip to question 15.

## 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)



14. **10. Would you like us to contact you?**

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

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## 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.

15. **11. Gender**

*Tick all that apply.*

- Female
- Male
- Other: \_\_\_\_\_

16. **12. Age**

*Tick all that apply.*

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

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

*Tick all that apply.*

- England
- Scotland
- Wales
- Northern Ireland
- Other European country
- Outside of Europe
- Other: \_\_\_\_\_

## About you... continued

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

*Tick all that apply.*

- Employed full-time
- Employed part-time
- Self-employed
- Unemployed
- Retired
- Studying
- Other: \_\_\_\_\_

19. **15. What is your job title?**

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

\_\_\_\_\_

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

*Mark only one oval.*

- Teaching
- Research
- Management/leadership
- Support
- Administration
- Staff development/training
- Technical support/development
- Other: \_\_\_\_\_

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

Select all that apply.

*Tick all that apply.*

- Teaching
- Research
- Management/leadership
- Support
- Administration
- Staff development/training
- Technical support/development
- Other: \_\_\_\_\_

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

Select all that apply.

*Tick all that apply.*

- Schools
- Further Education
- Higher Education
- Work-based learning
- Adult and community learning
- Industry
- Third sector
- Other: \_\_\_\_\_

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

Select all that apply.

*Tick all that apply.*

- School
- College or Further Education provider
- University or Higher Education provider
- Other learning provider
- Commercial organisation
- Third sector organisation
- Other: \_\_\_\_\_

## 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.

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

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25. **Your email address**

Please type carefully

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26. **Your phone number**

If preferred

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