

1 Summary

This is the fourth Association for Learning Technology (ALT) Annual Survey which is designed to:

- ◇ Understand current and future practice;
- ◇ Show how Learning Technology is used across sectors; and
- ◇ 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 publicly and responses were collected between December and January. In total 226 responses have been analysed. 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 gaining feedback for Certified Member of ALT (CMALT) framework and to identify other priorities 2018.

Current and future priorities in learning technology

As with previous surveys '**Content Management Systems and VLEs**' and '**Electronic assessment**' remain to be the top two areas of importance within current practice. This year the re-addition of '**Blended Learning**' saw it take third spot when ranked by importance in current and future practice. The survey responses also reveal continued declines in importance within current practice for '**Social networking**', however, this area remain highly ranked in importance with current practice. Comparing this year's survey to 2016 reveals '**Assistive technology**' has had the biggest increase going from 25% of respondents indicating this was important or very important in current practice to 33% this year

Looking ahead to future priorities '**Content Management Systems and VLEs**' and '**Electronic assessment**' remain the top two future priorities. Ranked third in terms of future importance was '**Blended learning**'. When comparing responses for 2016 and this year's surveys '**Assistive technology**' and '**Lecture capture tools**' have seen the greatest increases in importance for future practice. The area which has seen the biggest decrease in future importance is '**Open Education**', which has decreased by 6% over the last year and 12% since the first survey in 2014.

Enablers and drivers for use of learning technology

This year's survey sees the first change in the top three areas respondents agree or strongly agree as enablers/drivers for the user of learning technology. As with the ALT Annual Survey 2016 the top enabler for the use of learning technology was '**Engagement from students/learners**', '**Colleagues' commitment**' takes second place having been third in previous surveys and '**Staff development opportunities**' enters the top three having gone from 55% agree/strongly agree in 2014 to 69% in 2017. This combined with the perceived increasing importance of '**Recognition for career development**' could be interpreted as continued professionalisation within the sector and indicate a strong marketplace for ALT's peer-reviewed accreditation scheme, CMALT, and the current pilots to extend this framework.

ALT's priorities for 2018

Responding to the survey is an important way for Members to inform the priorities for ALT as part of the wider aims set out in ALT's Strategy 2017-2020.

One of the areas of importance Members highlighted in the survey was leading professionalisation in Learning Technology, with for example the **Register of CMALT portfolios** and the pilots for new CMALT pathways both achieving high recognition with 61-62% awareness. Related to this, 53% of respondents were aware of the **mapping of CMALT to other frameworks** and 54% of responses indicate this as an important or very important area.

Pathways to CMALT, which will establish new ways to recognise and reward career development with the new pathways to CMALT accreditation, is the largest innovation project ALT has undertaken independently since the ground breaking ocTEL online programme. This year will see this exciting new project scaling up to include further mappings beyond the **Jisc Digital Capabilities framework**, the **UKPSF** and the **Blended Learning curriculum**. In light of responses to the Annual Survey we are also committed to reviewing how these existing CMALT mappings are signposted to candidates and whether there are opportunities to integrate these mappings into the CMALT support.

A focus in increasing the impact of research and practice in Learning Technology was also highlighted throughout the survey, in particular how we measure the impact of research published through channels like the **ALT's journal, Research in Learning Technology, for example by applying for an impact factor** which 62% indicated as important or very important.

Taking this forward will be a newly established **Journal Steering Group**, which will help steer the development of the journal and we are grateful that representatives from other scholarly bodies who are publishing in a similar model, have agreed to join the group to share best practice and support each other. Alongside the work on the journal, we are also looking forward to the the establishment of new **ALT Research Awards**, which will celebrate excellence in research in Learning Technology.

ALT is also continuing its commitment of enabling the sharing of research and practice with a range of accessible staff development opportunities including **publication via the #ALTC Blog**, events including the **ALT Annual Conference** and the **ALT Online Winter Conference**, as well as reviewing the **ALT-MEMBERS mailing list**.

1.1 Key points

- ◇ The survey received 228 responses
- ◇ Current areas of work respondents thought were the most important or very important:
 - content management systems and VLEs;
 - blended learning; and
 - collaborative tools (like Google G Suite, 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; and
 - blended learning
- ◇ Data and Analytics has 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' commitment; and
 - staff development opportunities;
- ◇ Comparing results from 2016 and 2017 professional incentives and recognition for career development are increasingly seen as a driver or enabler of engaging in the use of learning technology
- ◇ An open register of CMALT portfolios and alignment of the CMALT scheme with other accreditation frameworks was indicated by respondents as the most important areas to develop
- ◇ The three top areas for action in 2018 were:
 - research in Learning Technology applying for a journal impact factor
 - expanding the use of ALT's Open Access repository; and
 - a mentoring scheme for members by members

Contents

1	Summary.....	2
1.1	Key points	4
2	Responses	5
2.1	Current and future important areas of work.....	6
2.1.1	Current priorities.....	6
2.1.2	Future priorities.....	10
2.2	Enablers and drivers of learning technology.....	15
2.3	ALT's priorities for 2018.....	19
2.4	Who responded to the survey	22
2.4.1	ALT Membership	22
2.4.2	Demographic	23
3	Appendix – ALT Annual Survey 2017	28
4	Appendix CMALT Survey Responses	36

2 Responses

The survey was open for responses between 12 December 2017 and 17 January 2018. The survey questions are included in this report's appendix. The questions in the 2017 survey were based on the 2016 survey with the exception of questions relating to the CMALT framework. As with previous years the survey was publicized on the ALT website, ALT's social media channels and directly emailing ALT members. In total 226 responses were analysed, a decrease of 19 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 priorities for 2018, in particular, consultation on how ALT can enhance professional recognition and accreditation; and
- ◇ who responded to the survey



2.1 Current and future important areas of work

2.1.1 Current priorities

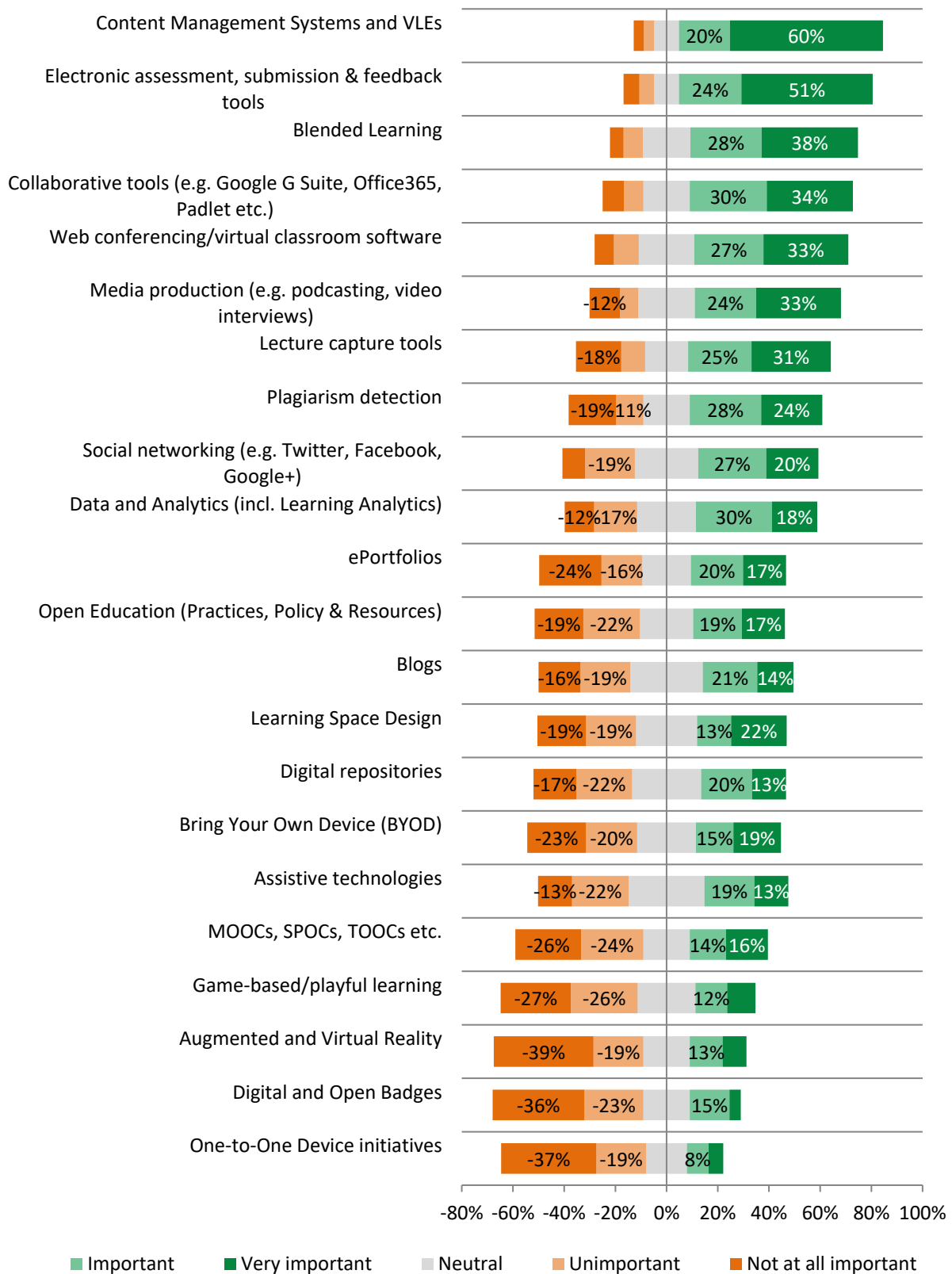
As with previous years respondents were asked to indicate their perceived importance on a 5-point Likert scale of 'not at all important' to 'very important' on 22 key areas associated with learning technology in the context of their current work. The 22 listed areas, available in 3 *Appendix – ALT Annual Survey 2017*, remained unchanged from the Annual Survey in 2016 with the following exceptions:

- **Removed**
 - Screencasting
 - Wikis
- **Added**
 - Blended Learning
 - Augmented and Virtual Reality
 - Learning Space Design
- **Renamed**
 - 'Game-based learning' to 'Game-based/playful learning'
 - 'Collaborative tools (e.g. Google Apps or Office365)' to 'Collaborative tools (e.g. Google G Suite, Office365, Padlet etc.)'

In Figure 2.1, current areas of importance are summarised ranked by the combined important and very important Likert responses. As with the 2016 survey when combining important and very important responses 'Content Management Systems' and 'Electronic assessment, submission and feedback tools' are ranked most important with over 75% of respondents indicating this area as important or very important. 'Blended Learning' has been re-instated as an option in the survey for 2017 and is ranked third with 65% indicating it as important or very important.

In Figure 2.2, the combined important and very important percentages are shown for consecutive surveys between 2014 and 2017. This shows a degree of consistency around the combined important/very important responses for 'Content Management Systems and VLEs'. The graph also highlights a number of trends within current practice including the perceived increasing importance of 'Collaborative Tools' and 'Data and analytics' both increasing by 4% on the previous year's survey. Conversely Figure 2.2 also shows declines in responses for 'social networking' which has gone from 59% in 2014 to 47% in 2017. The figure also shows a jump in perceived importance for 'Electronic assessment'. In this year's survey 75% of respondents indicated this area was important or very important where as in previous years this has been consistently between 68-69%.

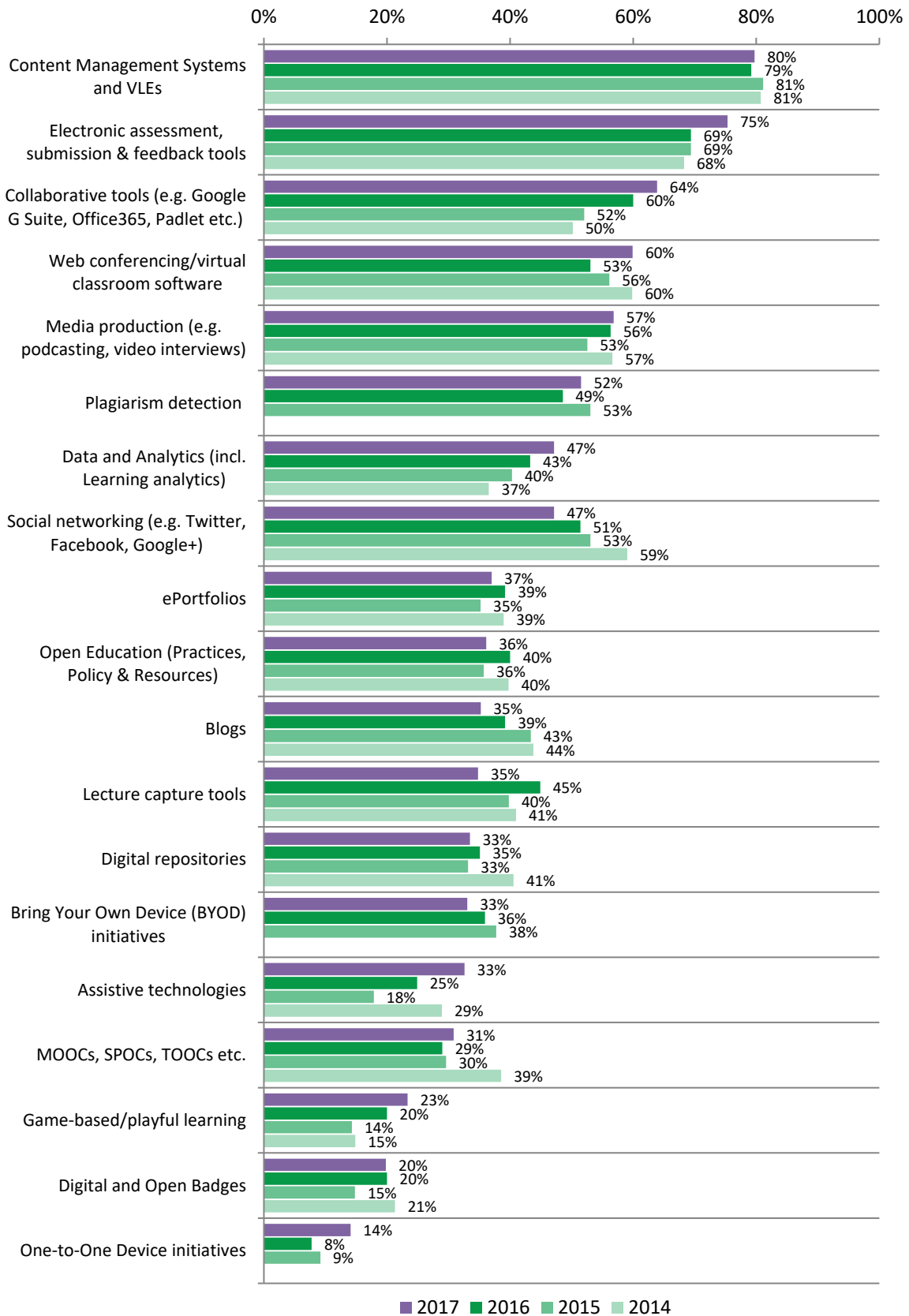
1. How important have the following been to your work over the past year?



Source: Association for Learning Technology (ALT) Annual Survey 2017

Figure 2.1 Current areas of importance in 2017 ranked by items marked as important or very important on a 5-point Likert scale.

Changes in current important/very important areas (2014-2017)



Source: Association for Learning Technology (ALT) Annual Survey 2017

Figure 2.2 Comparison of areas marked important/very important for current work between 2014-2017.

In Table 2.1, the data from Figure 2.2 has been included in tabular form and the changes in importance in current practice between this year's survey and 2014 and 2016 has been calculated. This shows a 'Collaborative tools' has had the biggest gain in combined important/very important percentage increasing 14% from 50% in 2014 to 64% in 2017. At the opposite end 'Social Networks' has seen the biggest decrease in importance going from 59% in 2014 to 47% in this year's survey. Comparing this year's survey to 2016 reveals 'Assistive technology' has had the biggest increase going from 25% of respondents indicating this was important or very important in current practice to 33% this year. At the opposite end 'Lecture capture' has decreased the most from last year's survey going from 45% in 2016 to 35% in 2017.

Table 2.1 Changes in current important/very important areas (2014-2017)

	2014	2015	2016	2017	2014/17 +/-	2016/17 +/-
Assistive technologies	29%	18%	25%	33%	4%	8%
Web conferencing/virtual classroom software	60%	56%	53%	60%	0%	7%
One-to-One Device initiatives	-	9%	8%	14%	-	6%
Electronic assessment, submission & feedback tools	68%	69%	69%	75%	7%	6%
Collaborative tools (e.g. Google G Suite, Office365, Padlet etc.)	50%	52%	60%	64%	14%	4%
Data and Analytics (incl. Learning analytics)	37%	40%	43%	47%	11%	4%
Game-based/playful learning	15%	14%	20%	23%	8%	3%
Plagiarism detection	-	53%	49%	52%	-	3%
MOOCs, SPOCs, TOOCs etc.	39%	30%	29%	31%	-8%	2%
Content Management Systems and VLEs	81%	81%	79%	80%	-1%	1%
Media production (e.g. podcasting, video interviews)	57%	53%	56%	57%	0%	1%
Digital and Open Badges	21%	15%	20%	20%	-1%	0%
Digital repositories	41%	33%	35%	33%	-7%	-2%
ePortfolios	39%	35%	39%	37%	-2%	-2%
Bring Your Own Device (BYOD) initiatives	-	38%	36%	33%	-	-3%
Open Education (Practices, Policy & Resources)	40%	36%	40%	36%	-4%	-4%
Blogs	44%	43%	39%	35%	-9%	-4%
Social networking (e.g. Twitter, Facebook, Google+)	59%	53%	51%	47%	-12%	-4%
Lecture capture tools	41%	40%	45%	35%	-6%	-10%

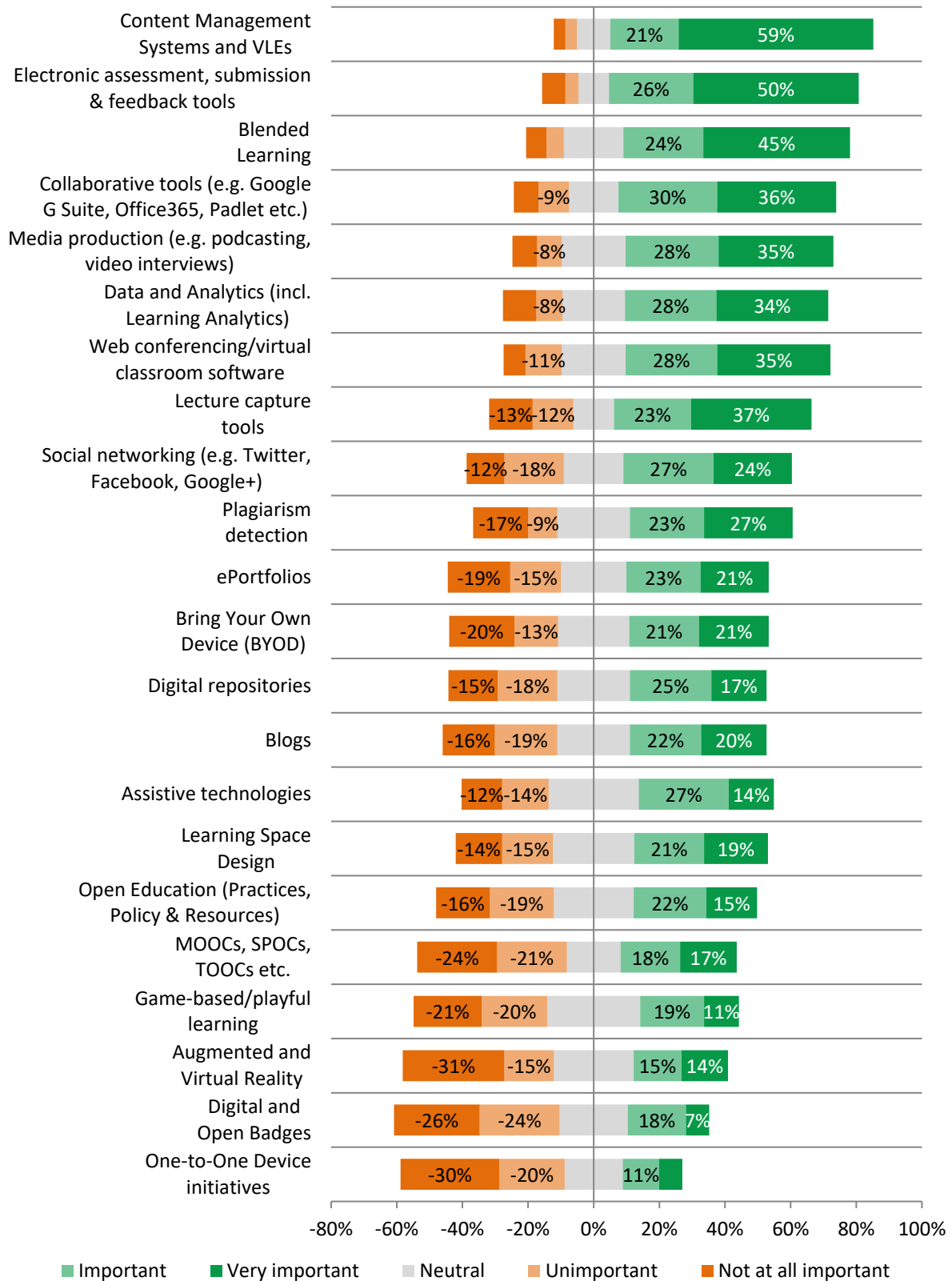
2.1.2 Future priorities

As part of the survey respondents were asked to indicate how important the same 22 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. As with previous years 'Content Management Systems and VLEs' is ranked the highest with 80% of respondents indicating this are to be important or very important in the coming year. 'Electronic assessment' remains second highest with 76% of respondents indicating it as important or very important which is followed by 'Blended Learning' with 69%.

Similar to current areas of importance in Figure 2.4 the combined important/very important responses for future areas for surveys between 2014 and 2017 are shown. Similar to current areas this graph shows a degree of consistency in responses over the four years of surveys. The analysis also reveals some trends, for example, 'Collaborative tools' have consecutively increased in perceived importance increasing by 14% between 2014 and 2017. Similarly, 'Electronic assessment, submission & feedback tools' continue to increase in importance for future areas of work increasing by 2% on the previous year.

In Table 2.2, the relative changes in the combined important and very important percentages in future practice between the 2014 and 2017 surveys have been summarised. When comparing responses for 2016 and this year's surveys 'Assistive technology' and 'Lecture capture tools' have seen the greatest increases in importance for future practice with a rise of 8% in important/very important responses. Considering results between 2014 and this year's survey 'Lecture capture tools' feature again with a 12% increase over the four years. The area that has the greatest increase is 'Collaborative tools' which has seen a 14% increase in important and very important responses. At the bottom of this table there are several areas which have overall decreased in perceived future importance including 'Open Education' which has reduced from 50% important/very important in the 2014 survey to 38% in this year's survey, which includes a 6% decrease from the last year. It is unclear as to why there is a decline in this area and factors to consider are the closing of Jorum and whether open education is becoming embedded in practice.

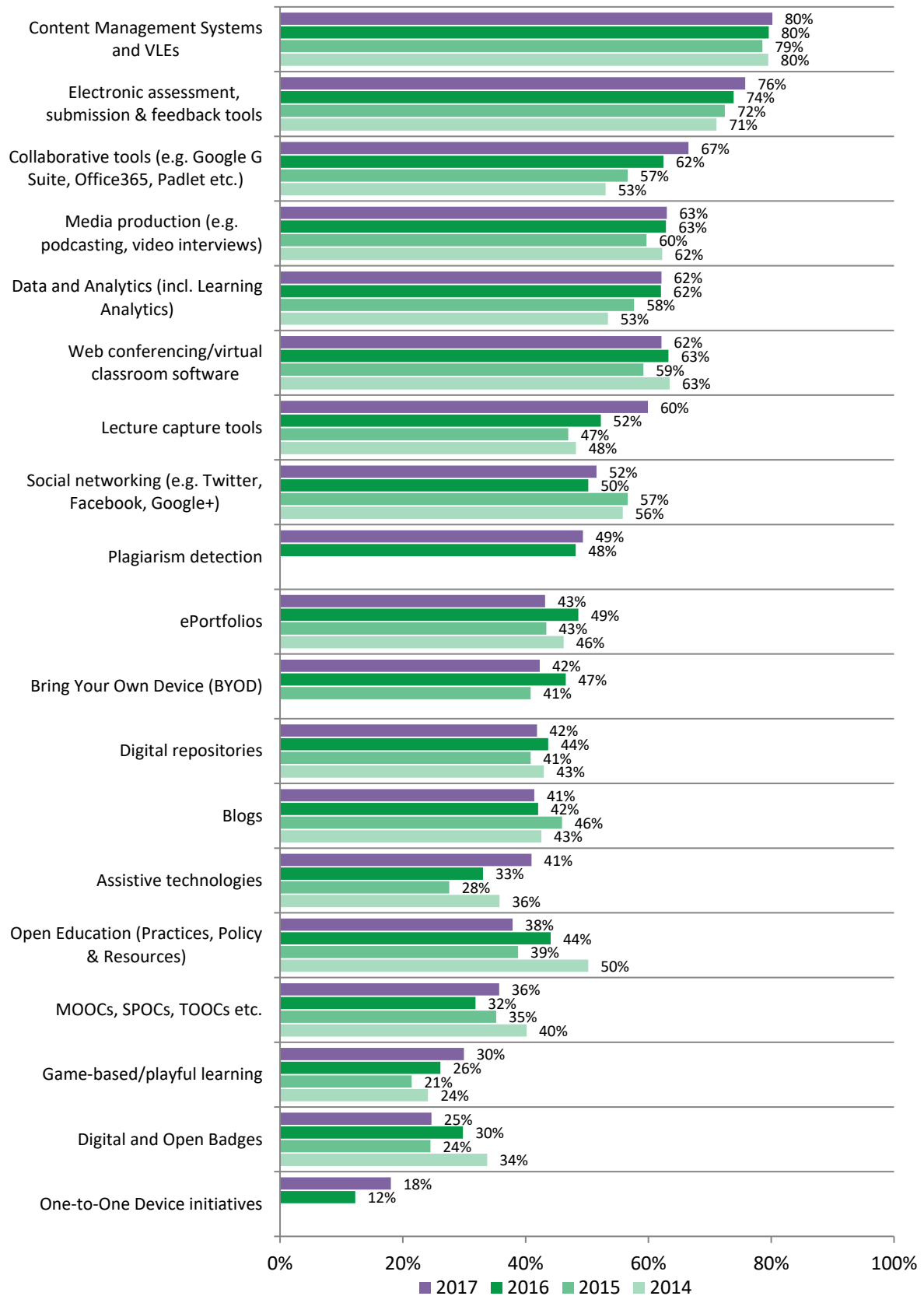
3. And how important do you expect the following will be for you in the coming year?



Source: Association for Learning Technology (ALT) Annual Survey 2017

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

Changes in important/very important areas for future (2014-2017)



Source: Association for Learning Technology (ALT) Annual Survey 2017

Figure 2.4 Comparison of areas marked important/very important for future work between 2014-2017.

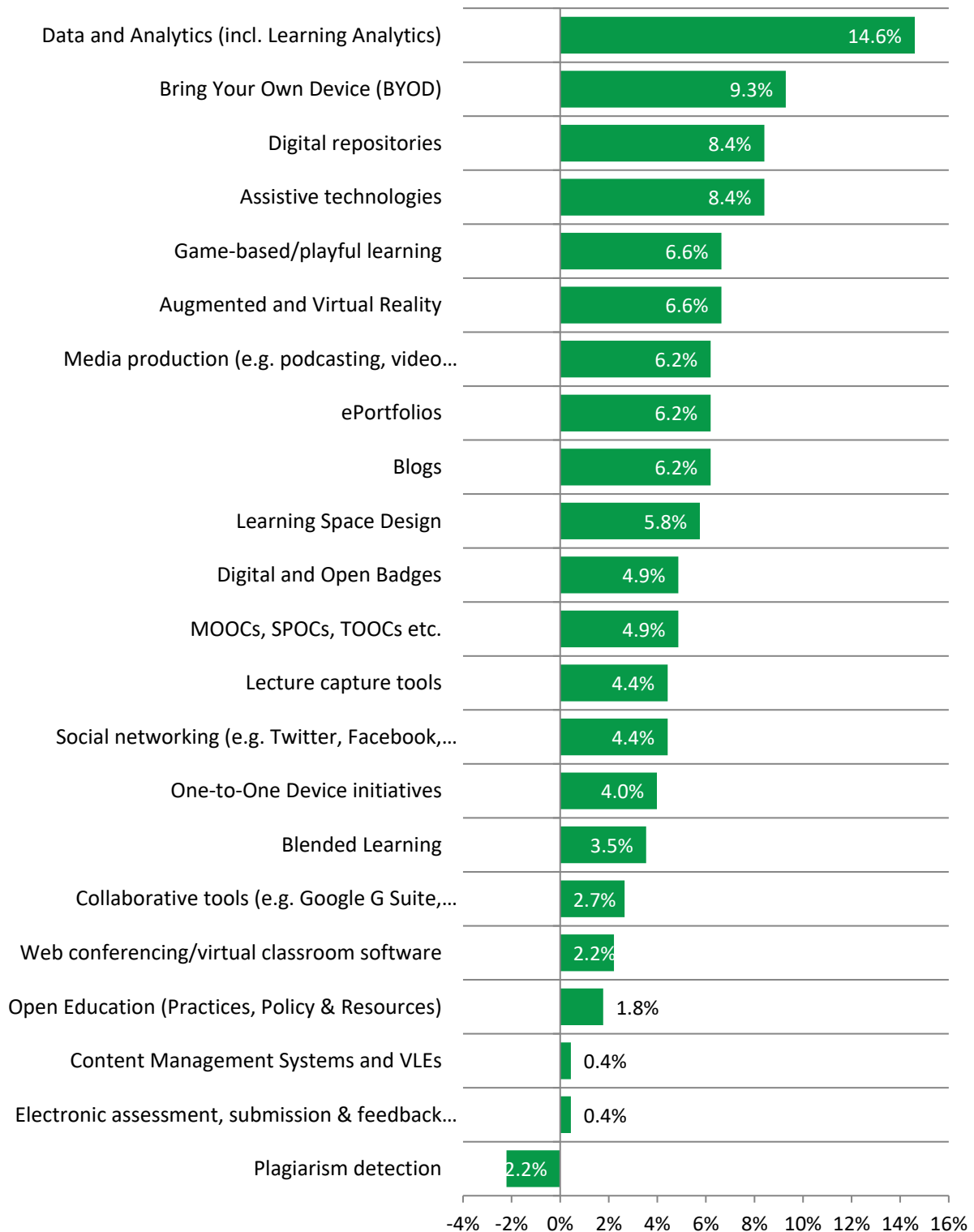
Table 2.2 Changes in future important/very important areas (2014-2017)

	2014	2015	2016	2017	2014/17 +/-	2016/17 +/-
Assistive technologies	36%	28%	33%	41%	5%	8%
Lecture capture tools	48%	47%	52%	60%	12%	8%
One-to-One Device initiatives	-	-	12%	18%	-	6%
Collaborative tools (e.g. Google G Suite, Office365, Padlet etc.)	53%	57%	62%	67%	14%	4%
MOOCs, SPOCs, TOOCs etc.	40%	35%	32%	36%	-4%	4%
Game-based/playful learning	24%	21%	26%	30%	6%	4%
Electronic assessment, submission & feedback tools	71%	72%	74%	76%	5%	2%
Social networking (e.g. Twitter, Facebook, Google+)	56%	57%	50%	52%	-4%	1%
Plagiarism detection	-	-	48%	49%	-	1%
Content Management Systems and VLEs	80%	79%	80%	80%	1%	1%
Media production (e.g. podcasting, video interviews)	62%	60%	63%	63%	1%	0%
Data and Analytics (incl. Learning Analytics)	53%	58%	62%	62%	9%	0%
Blogs	43%	46%	42%	41%	-1%	-1%
Web conferencing/virtual classroom software	63%	59%	63%	62%	-1%	-1%
Digital repositories	43%	41%	44%	42%	-1%	-2%
Bring Your Own Device (BYOD)	-	41%	47%	42%	-	-4%
Digital and Open Badges	34%	24%	30%	25%	-9%	-5%
ePortfolios	46%	43%	49%	43%	-3%	-5%
Open Education (Practices, Policy & Resources)	50%	39%	44%	38%	-12%	-6%

In Figure 2.6 a summary is shown of the difference between the percentage of important or very important responses for both current and future priorities in 2017/18. The data shows the biggest increase in perceived importance from current to future for 'Data and Analytics' which increase by 14.6%. This is consistent with previous surveys but, which in part could be explained by increasing importance reported in current practice.

In Figure 2.6 the second biggest change is for 'Bring your own device' initiatives which has a 9.3% increase in importance between current and future area of work.

Increasing/decreasing importance from current to future in 2017



Source: Association for Learning Technology (ALT) Annual Survey 2017

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

2.2 Enablers and drivers of learning technology

Figure 2.6 summarizes responses to enablers and drivers of learning technology which has been ordered by the aggregate agree/strongly agree Likert responses. The top three enablers/drivers are: engagement from students/learners (76%); colleagues' commitment (72%); and staff development opportunities (69%).

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



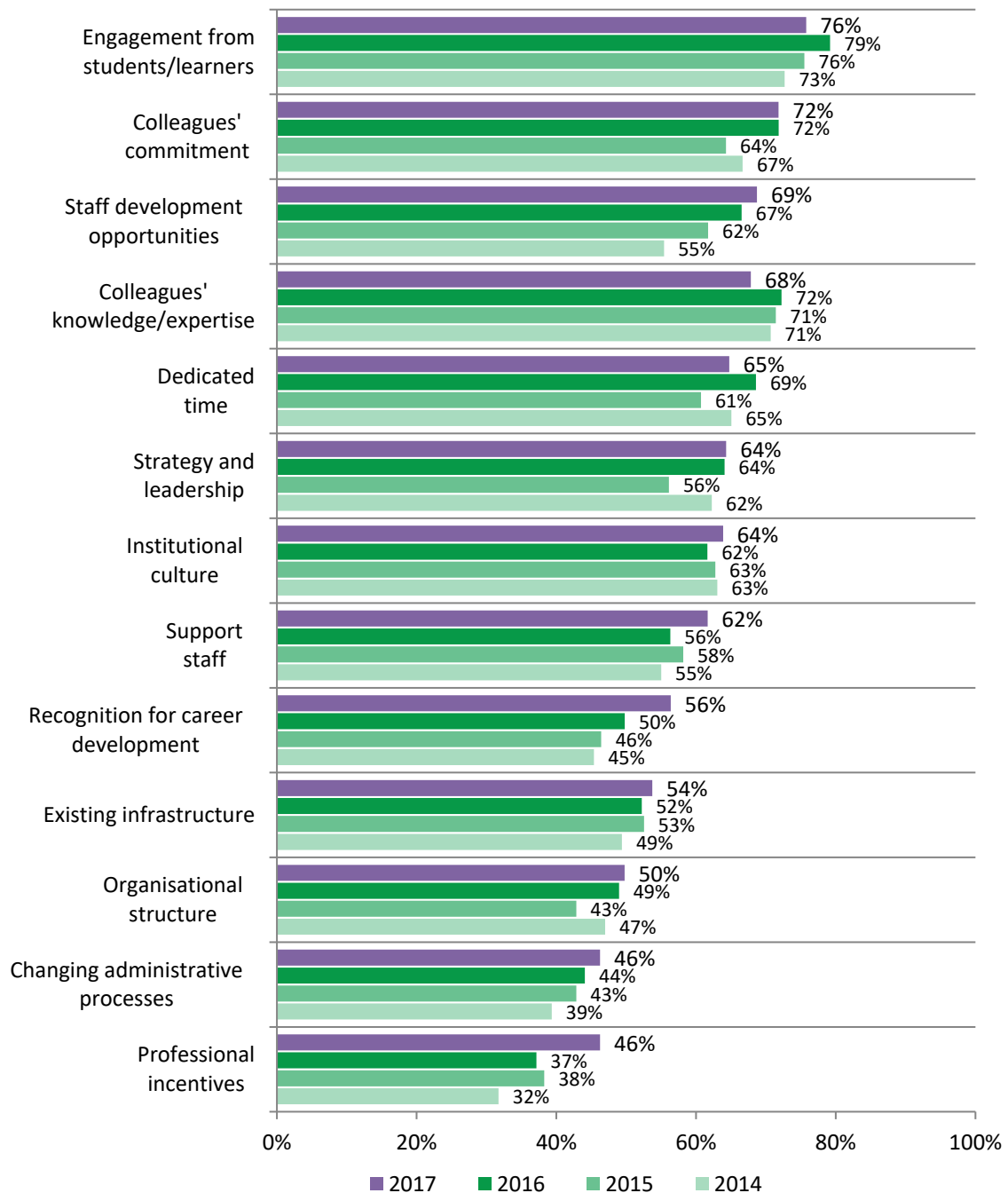
Source: Association for Learning Technology (ALT) Annual Survey 2017

Figure 2.6 Ranking of enablers and drivers based on 5-point Likert responses to areas respondent's agreed or strongly agreed

To highlight differences between surveys aggregated agree/strongly agree responses for 2014 to 2017 are shown in Figure 2.8. Overall there is a general consistency in the responses from all surveys. Comparing responses from 2014 and this year 'professional incentives' has seen the biggest year-on-year change increasing 15% from 32% of respondents agreeing or strongly

agreeing this was an enabler/driver to 46% in this year's survey. Similarly, 'staff development opportunities' has increased by 13% from 55% in 2014 to 69% in this year's survey. The third biggest year-on-year change is for 'recognition for career development' which has increased by 11% to 56% of respondents agreeing or strongly agreeing this was an enabler/driver.

2. Would you describe the following as an enabler/driver for you in your use of Learning Technology? Comparison of agree/strongly agree for 2014-2017

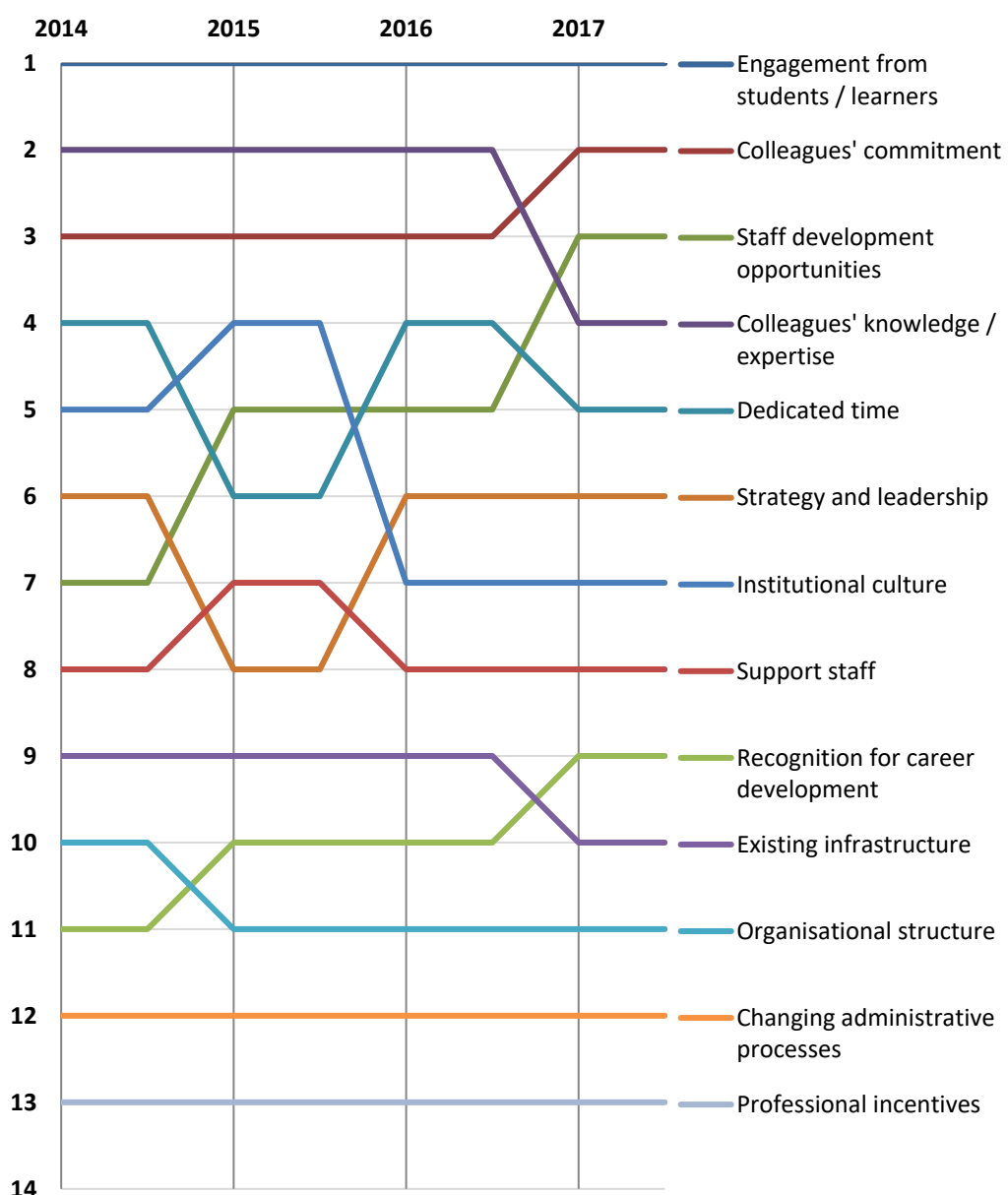


Source: Association for Learning Technology (ALT) Annual Survey 2017

Figure 2.7 Comparison of agree/strongly agree responses to learning technology enablers and drivers for 2014-2017.

In Figure 2.9, drivers/enablers have been ranked by agree/strongly agree responses and changes shown over successive surveys. This reveals 'staff development opportunities' as the enabler/driver with the biggest change ranked 3rd in 2017 compared to 7th in 2014. This combined with the perceived increasing importance of recognition for career development could be interpreted as continued professionalisation within the sector and indicate a strong marketplace for ALT's peer-reviewed accreditation scheme, CMALT, and the current pilots to extend this framework.

2. Would you describe the following as an enabler/driver for you in your use of Learning Technology? (Changes in relative rank 2014-2017)



Source: Association for Learning Technology (ALT) Annual Survey 2017

Figure 2.8 Comparison of agree/strongly agree responses to learning technology enablers and drivers as rank changes for 2014-2017

In Table 2.3, the combined agree/strongly agree percentage responses are shown for all the ALT Annual Surveys. The table includes changes in percentage comparing 2014 and 2016 to this year's survey. This highlights that as well as 'Professional incentives' has had the biggest increase in agreement from 2014 it's biggest change has occurred between 2016 and 2017. Similarly, 'Recognition for career development' has had a similar trend with the third biggest overall change since 2014, the majority of the change being recorded in the last two surveys.

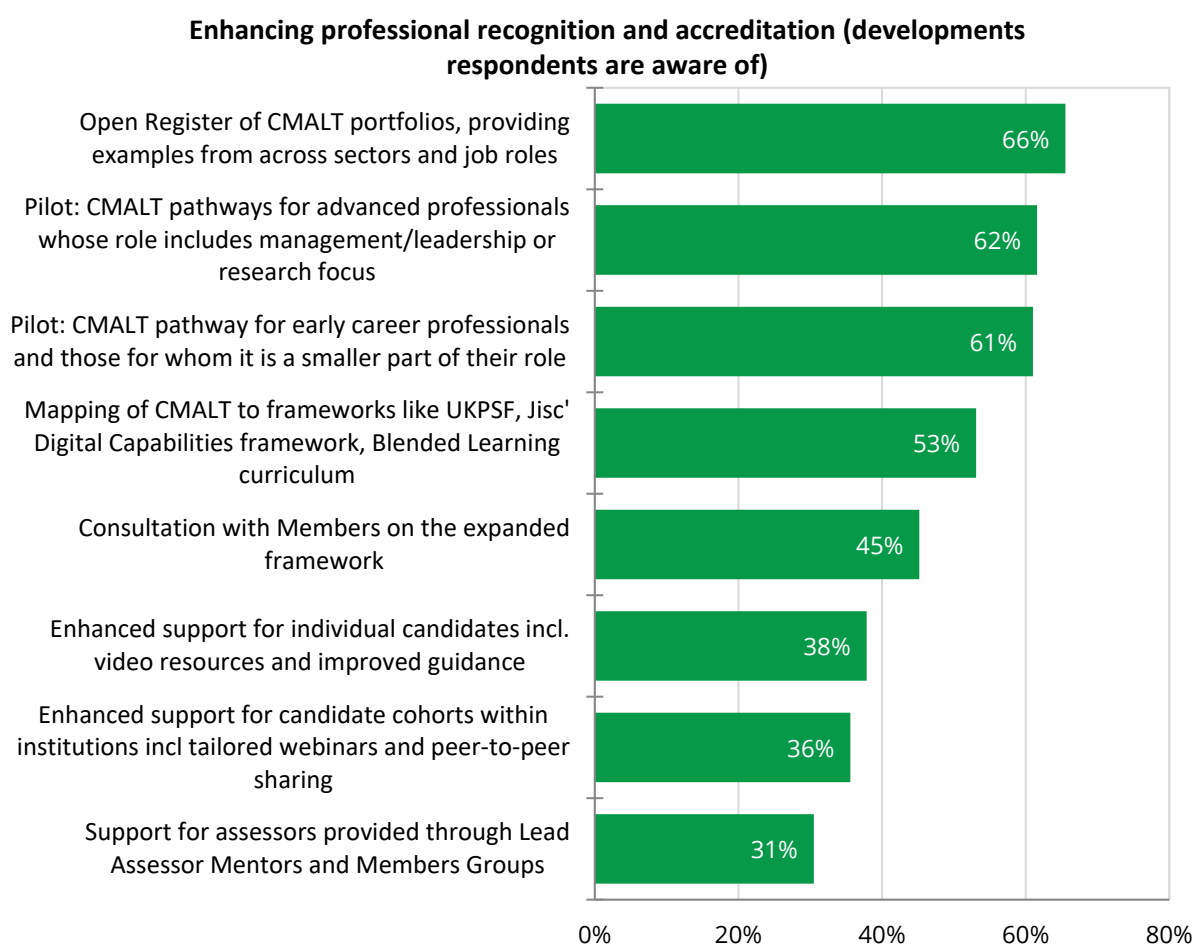
Table 2.3 Changes in agree/strongly agree responses to learning technology enablers and drivers (2014-2017)

	2014	2015	2016	2017	2014/17 +/-	2016/17 +/-
Professional incentives	32%	38%	37%	46%	15%	9%
Recognition for career development	45%	46%	50%	56%	11%	7%
Support staff	55%	58%	56%	62%	7%	5%
Institutional culture	63%	63%	62%	64%	1%	2%
Staff development opportunities	55%	62%	67%	69%	13%	2%
Changing administrative processes	39%	43%	44%	46%	7%	2%
Existing infrastructure	49%	53%	52%	54%	4%	1%
Organisational structure	47%	43%	49%	50%	3%	1%
Strategy and leadership	62%	56%	64%	64%	2%	0%
Colleagues' commitment	67%	64%	72%	72%	5%	0%
Engagement from students/learners	73%	76%	79%	76%	3%	-3%
Dedicated time	65%	61%	69%	65%	0%	-4%
Colleagues' knowledge/expertise	71%	71%	72%	68%	-3%	-4%

2.3 ALT's priorities for 2018

As part of the 2017 survey respondents were asked to provide feedback on a number of areas identified as priorities for ALT in 2018. Respondents were first asked to indicate which developments in enhancing professional recognition and accreditation they were aware of followed by a 5-point Likert response on how important these were. The same survey questions were also asked as part of the CMALT consultation which was distributed to existing CMALT holders. Responses to the CMALT survey have been included in 4 Appendix CMALT Survey Responses for comparison.

In Figure 2.9, developments respondents were aware of have been summarised and ranked. The Open Register of CMALT¹ portfolios is ranked top and the pilots for new CMALT pathways both have high recognition with 61-62% awareness. Perhaps not unsurprising specialist areas such as support for (CMALT) assessors has lower awareness as the survey was open to responses to everyone including those who were not assessors or CMALT holders.

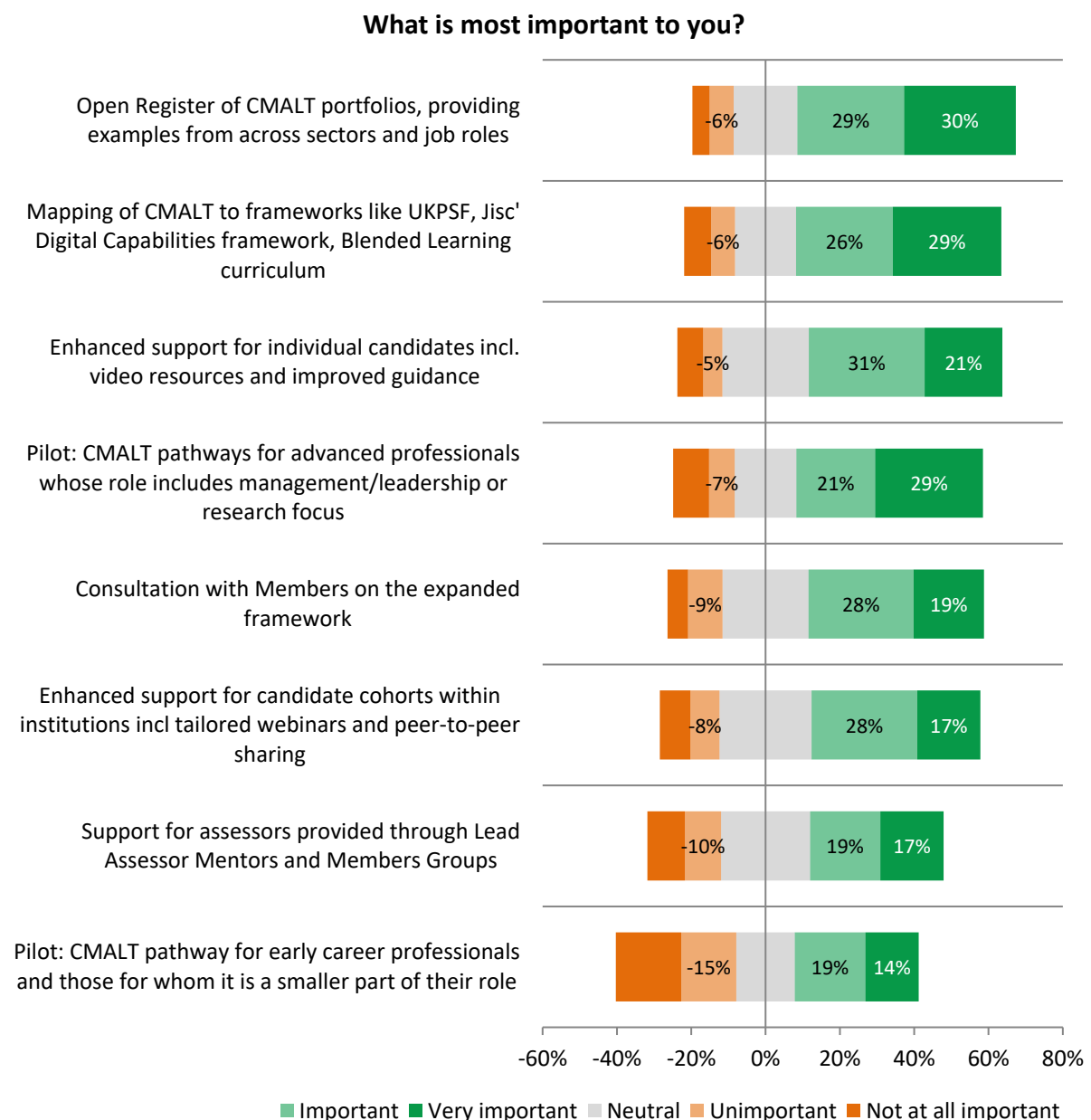


Source: Association for Learning Technology (ALT) Annual Survey 2017

Figure 2.9 Developments respondents are aware of in enhancing professional recognition and accreditation

¹ CMALT – Certified Membership of ALT. ALT's peer-reviewed accreditation scheme

In Figure 2.10, responses to the 5-point Likert question on how important each of the areas shown ranked by the combined important/very important replies. The Open Register of CMALT portfolios is again ranked top. Whilst only 53% of respondents were aware of the mapping of CMALT to other frameworks the analysis ranks this as the second important/very important area followed by enhancing support for individual candidates. Whilst awareness of the CMALT pathway for early years was high it is lowest ranked in importance by the aggregated responses. Some caution has to be applied when interpreting this as the majority of the respondents were existing members and may already have established careers making this development less relevant to them.

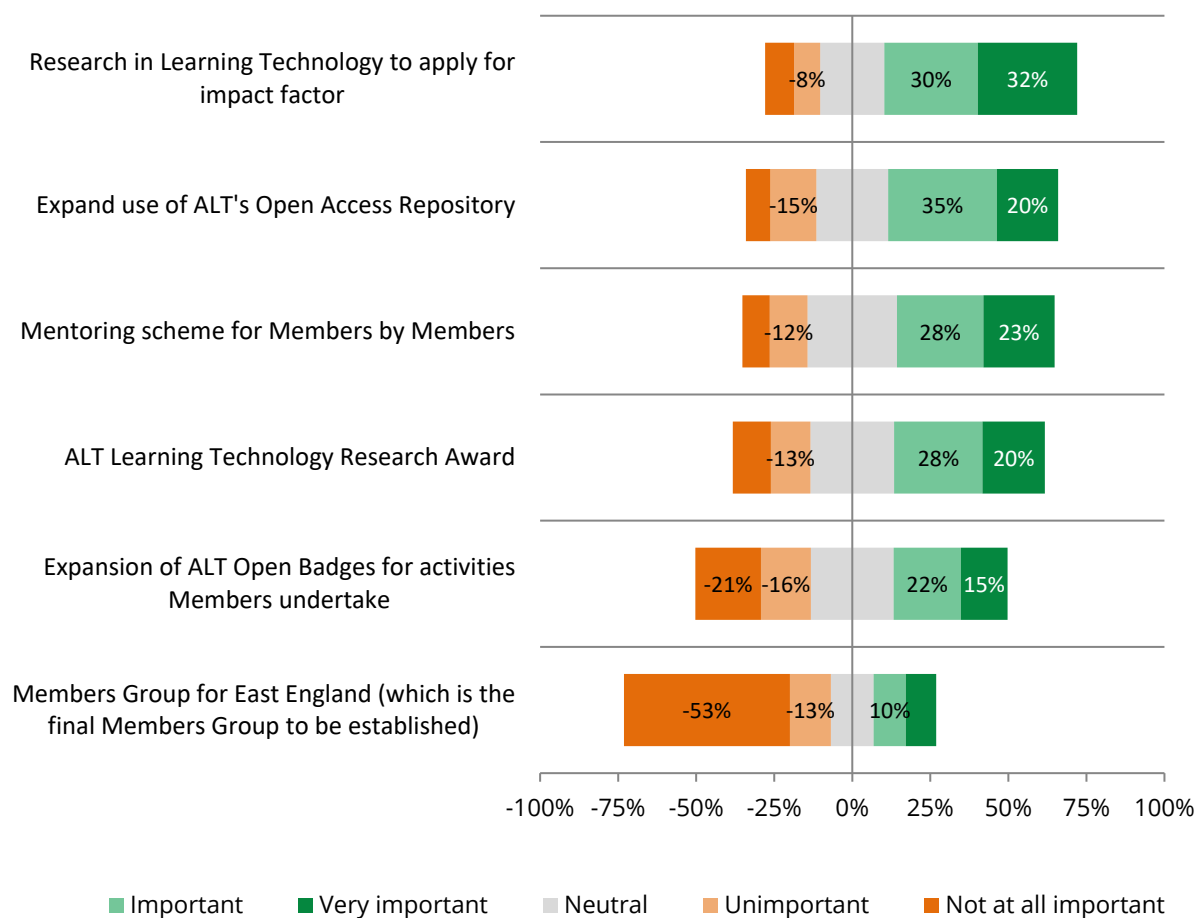


Source: Association for Learning Technology (ALT) Annual Survey 2017

Figure 2.10 Ranking of important areas to enhance professional recognition and accreditation based on 5-point Likert responses to areas indicated as important or very important.

As part of the survey in 2017 respondents were asked to indicate which other activities planned for 2018 were important on a 5-point Likert scale. The data have been summarised in Figure 2.11 which have been ranked by the combined important/very important responses. The activity seen as most important is ALT's journal, Research in Learning Technology, applying for an impact factor which 62% (n. 126) indicated as important or very important. The Members Group for East England received the least importance, but this is likely to be because of geographic factors, the majority of respondents not being based in East England. The explanation of open badges for member activities also divided opinion with 74 responses indicating this was unimportant or not at all important, and 73 responses indicating it was important or very important.

6. Other activities in 2018



Source: Association for Learning Technology (ALT) Annual Survey 2017

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

12. Age

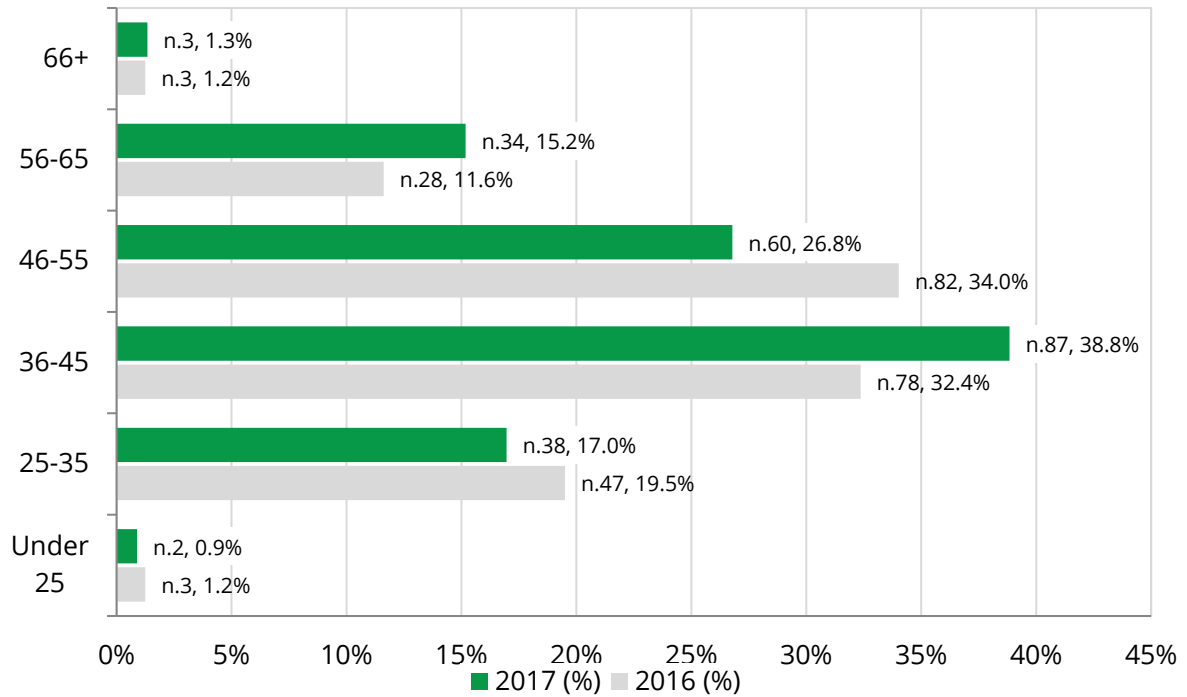


Figure 2.16 Graph of respondent's indicated age with a comparison to 2016.

13. Where is your place of residence?

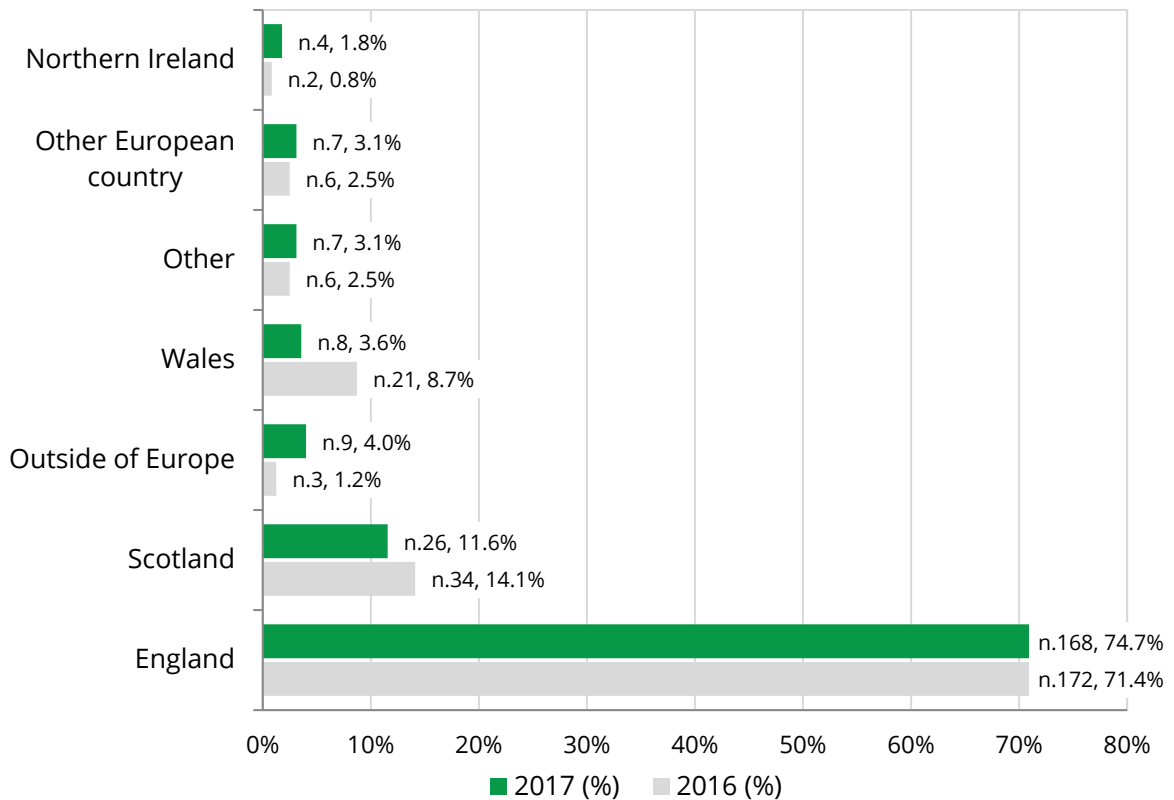


Figure 2.17 Graph of respondent's indicated place of residence with a comparison to 2016.

14. How would you describe your current employment?

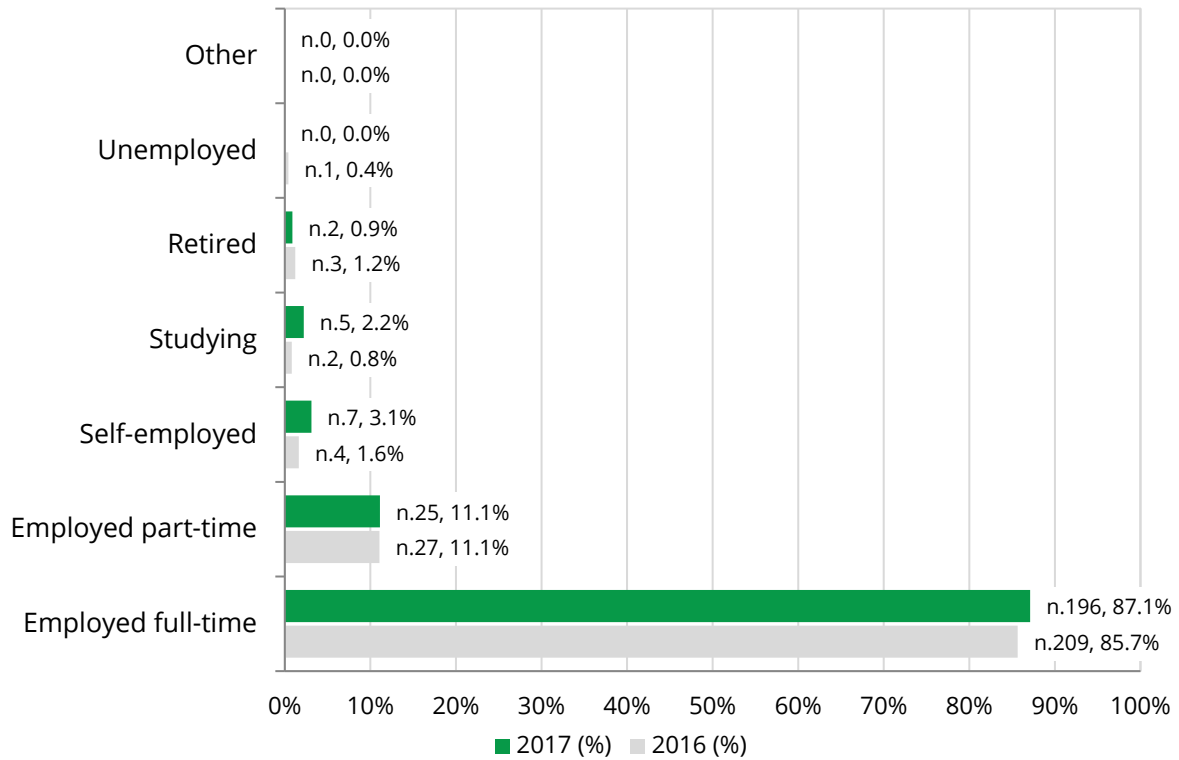


Figure 2.18 Graph of respondent's indicated employment status with comparison to 2016.

16. What is the primary function of your role?

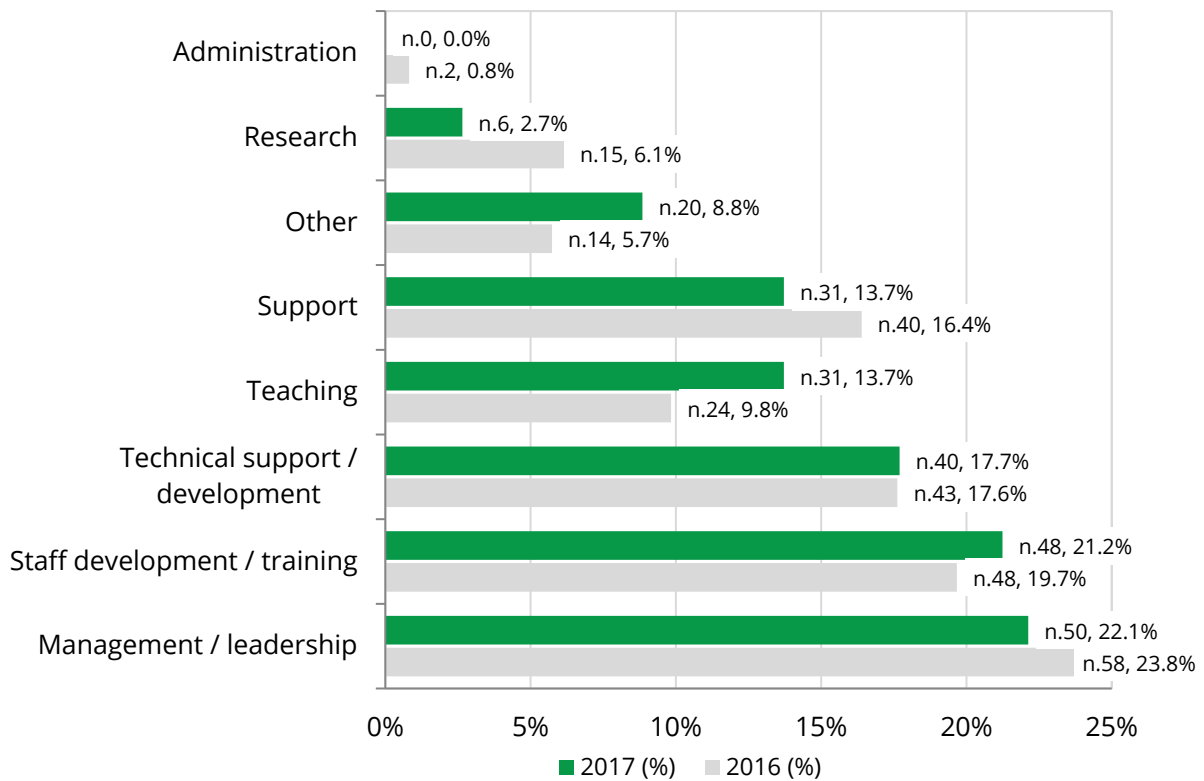


Figure 2.19 Graph of respondent's primary role with a comparison to 2016.

17. What are other functions of your role?

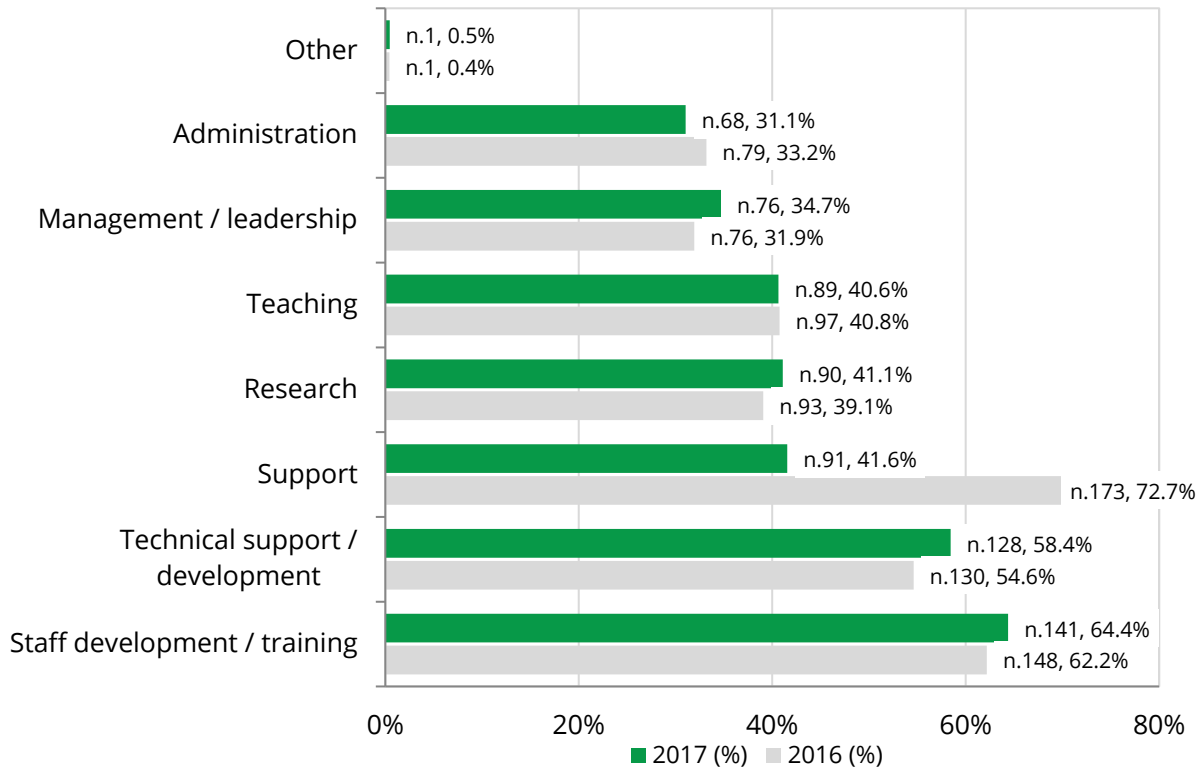


Figure 2.20 Graph of respondent's secondary roles with a comparison to 2016.

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

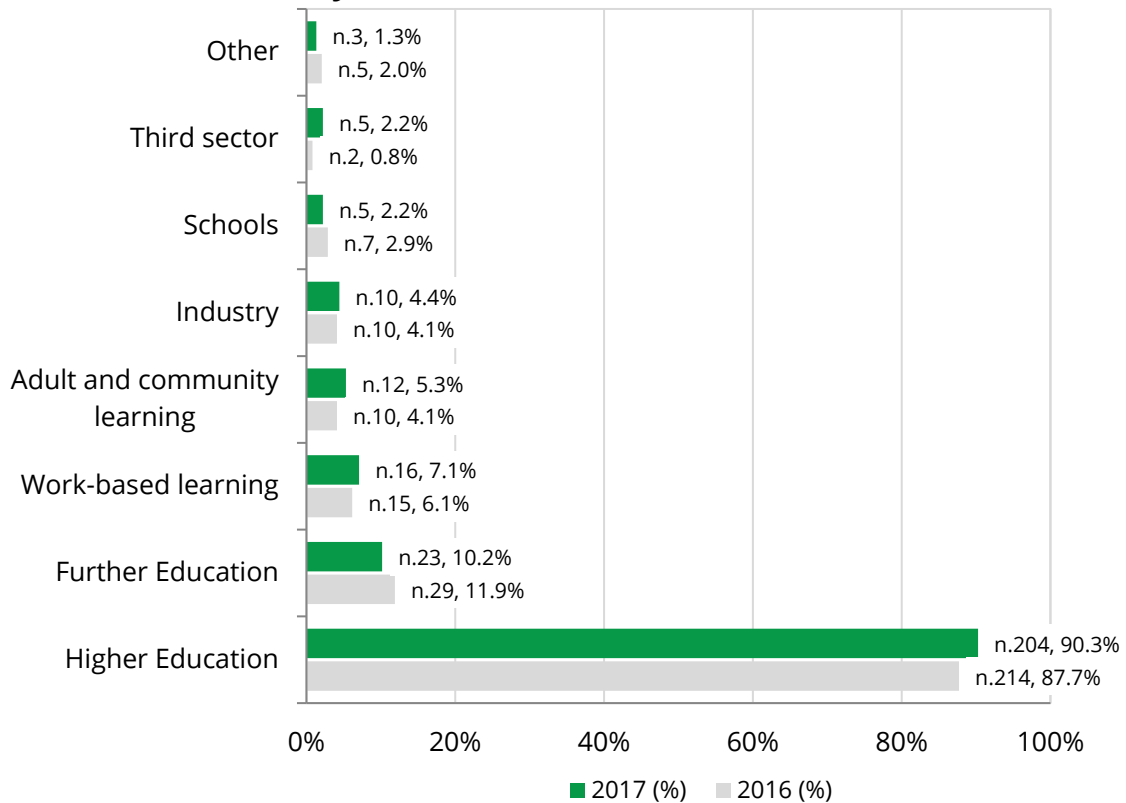


Figure 2.21 Graph of respondent's primary sector that they work in with a comparison to 2016.

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

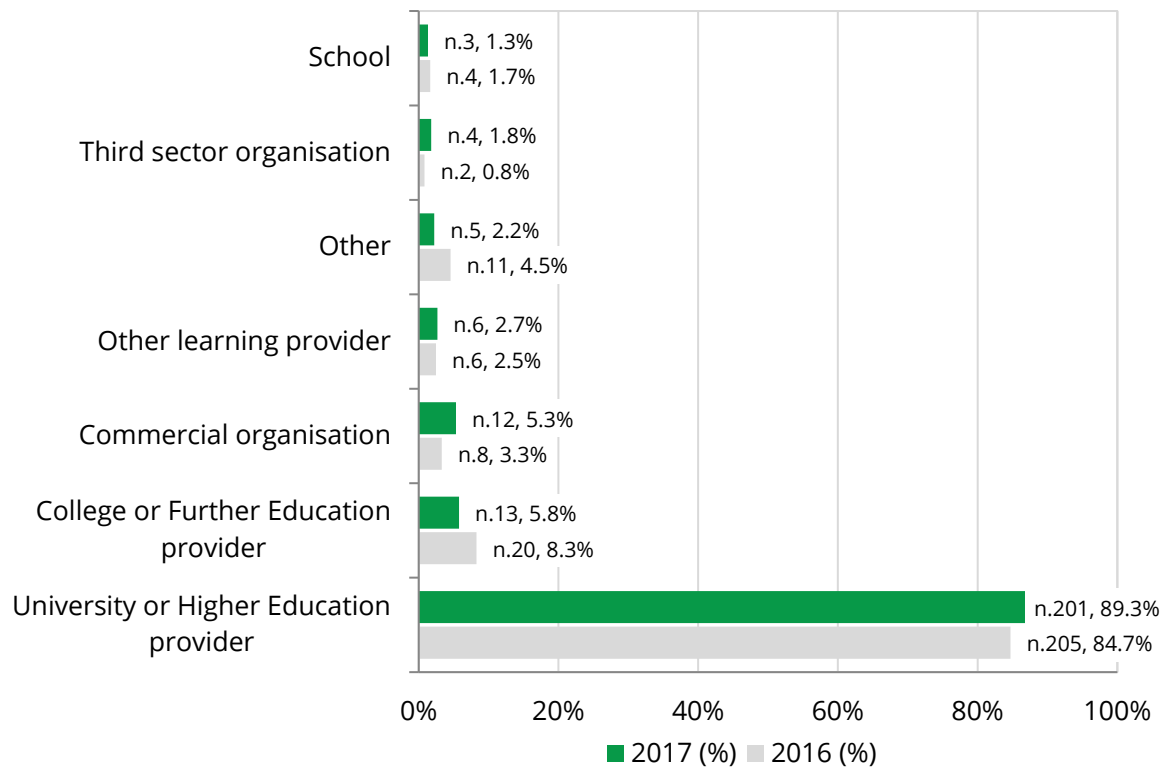


Figure 2.22 Graph of type of organisation respondent's work for with a comparison to 2016.

3 Appendix – ALT Annual Survey 2017

ALT Annual Survey 2017 - have your say

Welcome to the ALT Annual Survey 2017. 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.

We will use the results of this survey to inform the work of ALT for the coming year, what we prioritise and how we put our shared values into practice.

The survey should take you no more than 12 minutes to complete and is primarily for ALT members, both individual and organisations. However we welcome responses from anyone with an interest in Learning Technology.

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. 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
MOOCs, SPOCs, TOOCs etc.						
Media production (e.g. podcasting, video interviews)						
Collaborative tools (e.g. Google G Suite, Office365, Padlet etc.)						
Open Education (Practices, Policy & Resources)						
Electronic assessment, submission & feedback tools						
Lecture capture tools						
Blogs						
Game-based/playful learning						
Digital and Open Badges						
Digital repositories						
Learning Space Design						
Plagiarism detection						
ePortfolios						
Bring Your Own Device (BYOD)						

initiatives
Data and Analytics (incl. Learning Analytics)
One-to-One Device initiatives
Web conferencing/virtual classroom software
Augmented and Virtual Reality
Assistive technologies
Social networking (e.g. Twitter, Facebook, Google+)
Blended Learning
Content Management Systems and VLE

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

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

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

	1	2	3	4	5	Don't know
Game-based/playful learning						
Open Education (Practices, Policy & Resources)						
ePortfolios						
Augmented and Virtual Reality						

Blended Learning
Content Management Systems
and VLEs
Digital and Open Badges
Data and Analytics (incl. Learning
Analytics)
Lecture capture tools
Electronic assessment,
submission & feedback tools
Digital repositories
Social networking (e.g. Twitter,
Facebook, Google+)
Media production (e.g. podcasting,
video interviews)
Learning Space Design
Plagiarism detection
Blogs
Web conferencing/virtual
classroom software
Collaborative tools (e.g. Google G
Suite, Office365, Padlet etc.)
Bring Your Own Device (BYOD)
Assistive technologies
MOOCs, SPOCs, TOOCs etc.
One-to-One Device initiatives

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

Our priorities for 2018

We have a lot planned for 2018, when ALT celebrates its 25th birthday. In this section of the survey we invite you to share your views on what's coming up and help inform how we work together

4. Enhancing professional recognition and accreditation

Last year we identified the expansion of the CMALT framework as a strategic priority to enhance professional recognition for Learning Technology professionals. Please tell us which of these developments you are aware of:

Tick all that apply.

- Pilot: CMALT pathway for early career professionals and those for whom it is a smaller part of their role
- Pilot: CMALT pathways for advanced professionals whose role includes management/leadership or research focus
- Mapping of CMALT to frameworks like UKPSF, Jisc' Digital Capabilities framework, Blended Learning curriculum
- Enhanced support for individual candidates incl. video resources and improved guidance
- Enhanced support for candidate cohorts within institutions incl tailored webinars and peer-to-peer sharing
- Open Register of CMALT portfolios, providing examples from across sectors and job roles

- Support for assessors provided through Lead Assessor Mentors and Members Groups
- Consultation with Members on the expanded framework

5. What is most important to you?

Again, we ask you to indicate how important these are 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
Pilot: CMALT pathway for early career professionals and those for whom it is a smaller part of their role						
Pilot: CMALT pathways for advanced professionals whose role includes management/leadership or research focus						
Mapping of CMALT to frameworks like UKPSF, Jisc' Digital Capabilities framework, Blended Learning curriculum						
Enhanced support for individual candidates incl. video resources and improved guidance						
Enhanced support for candidate cohorts within institutions incl tailored webinars and peer-to-peer sharing						
Open Register of CMALT portfolios, providing examples from across sectors and job roles						
Support for assessors provided through Lead Assessor Mentors and Members Groups						
Consultation with Members on the expanded framework						

6. Other activities in 2018

There are a host of other activities planned for this year, but we also have to be realistic about what we can achieve with the resources we have. Please help us identify which of these would be particularly important to you. 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
Expansion of ALT Open Badges for activities Members undertake						
Expand use of ALT's Open Access Repository						
Mentoring scheme for Members by Members						
Members Group for East England (which is the final Members Group to be established)						

1. 7. Are you a member?

* Select all that apply.
Tick all that apply.

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

8. ALT is important to me because...

In 2017 we welcomed many new organisations and individuals as Members. We awarded the 400th CMALT accreditation and reached 3000+ Members for the first time in our history. So whether you've just joined, re-engaged or been an active Member for a long time, we'd like to hear what's important about ALT to you.

9. Not yet a member?

You can join online at <https://www.alt.ac.uk/get-involved/membership> or email joinALT@alt.ac.uk. Alternatively please provide us with your contact details below and we will get in touch.

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

Tick all that apply.

- Female
- Male
- Other: _____

12. Age

Tick all that apply.

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

13. Where is your place of residence?

Tick all that apply.

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

14. How would you describe your current employment?

Tick all that apply.

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

15. What is your job title?

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

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: _____

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: _____

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: _____

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.

Your name, job title and affiliation.

Your email address

Please type carefully

Your phone number

If preferred



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4 Appendix CMALT Survey Responses

Developments aware of in enhancing professional recognition and accreditation

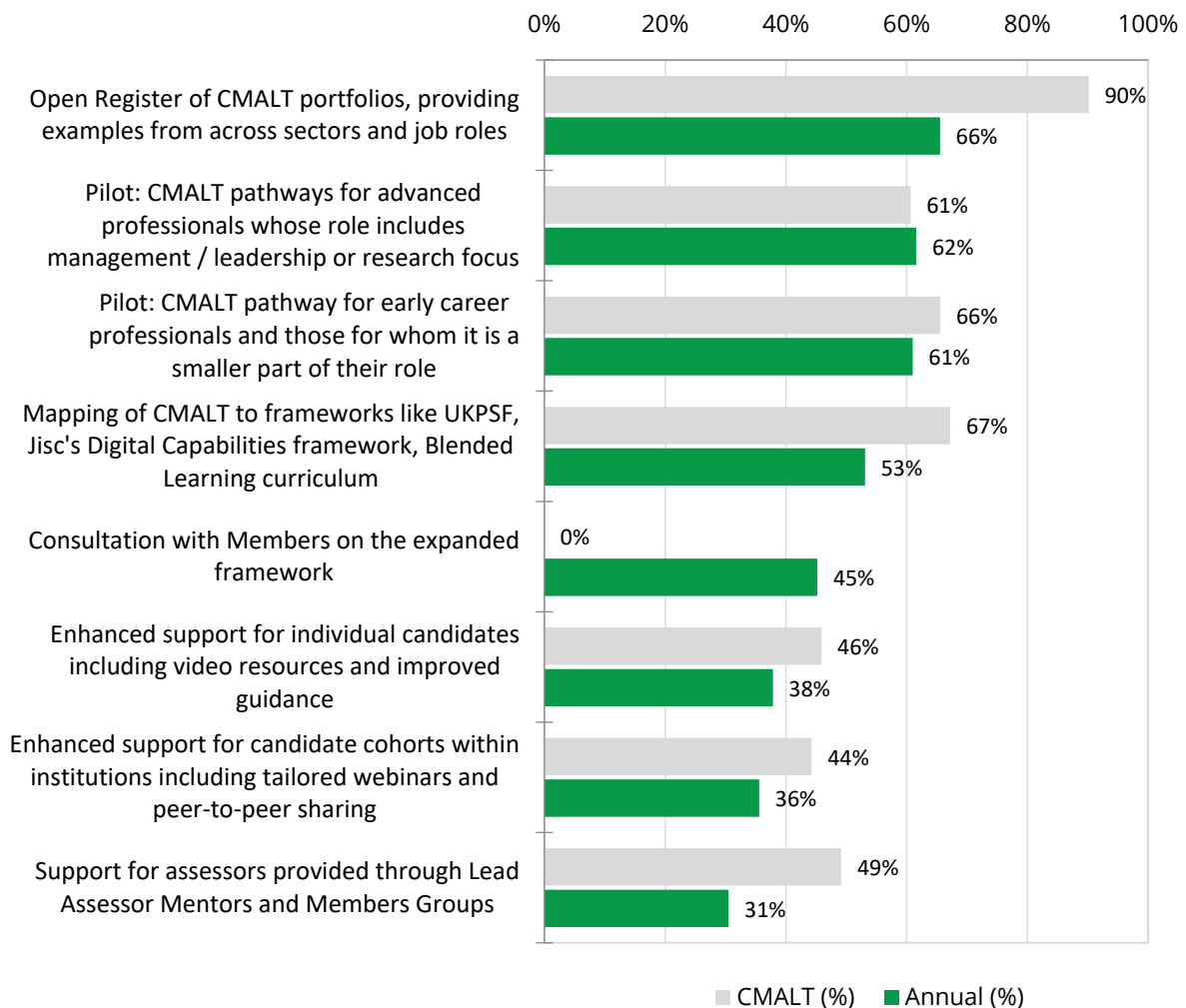


Figure 4.1 Developments aware of in enhancing professional recognition and accreditation (ALT Annual and CMALT Surveys)

Developments that are most important to you? [Very Important/important]

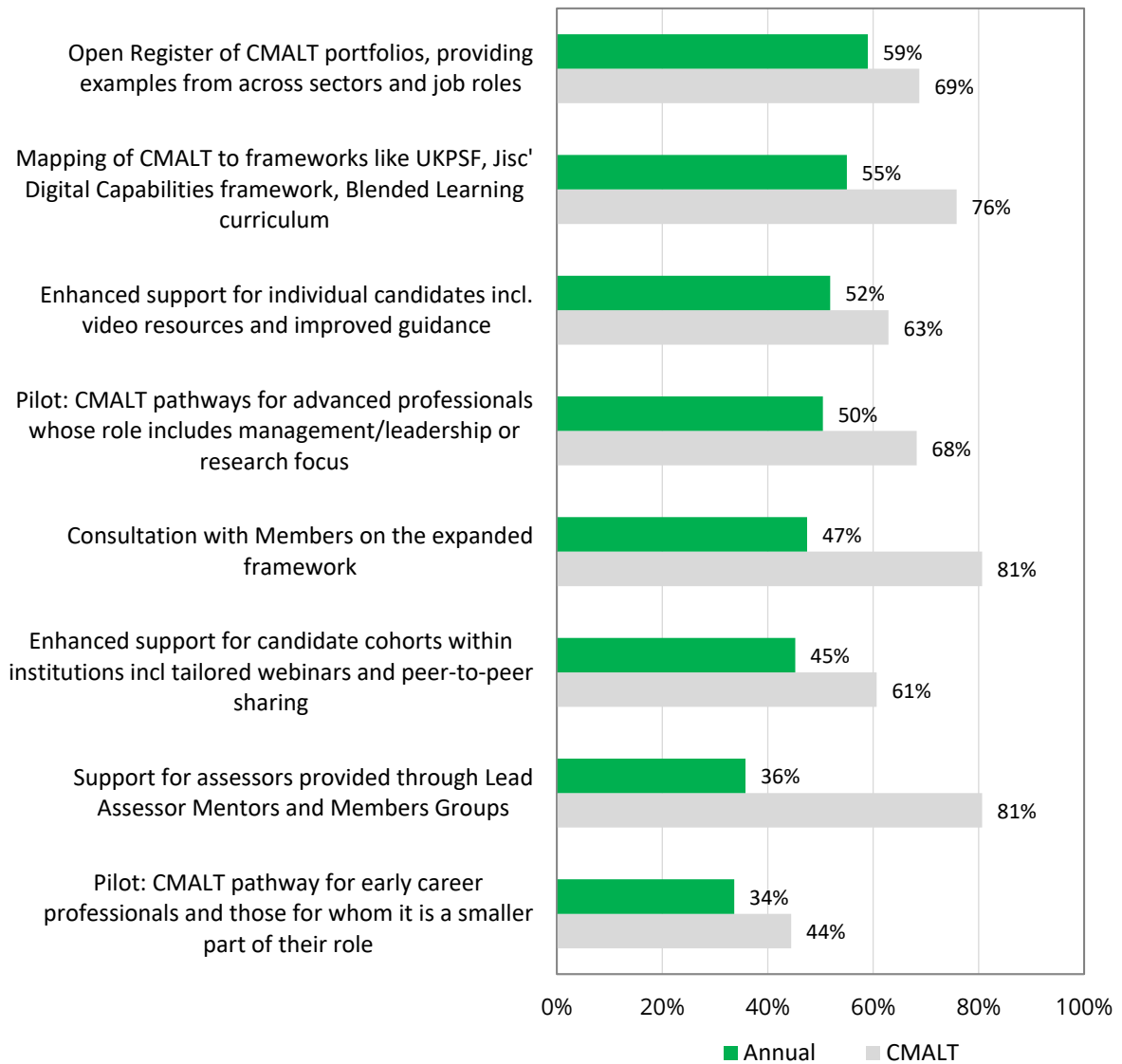


Figure 4.2 Developments that are important/very important from ALT Annual and CMALT Surveys