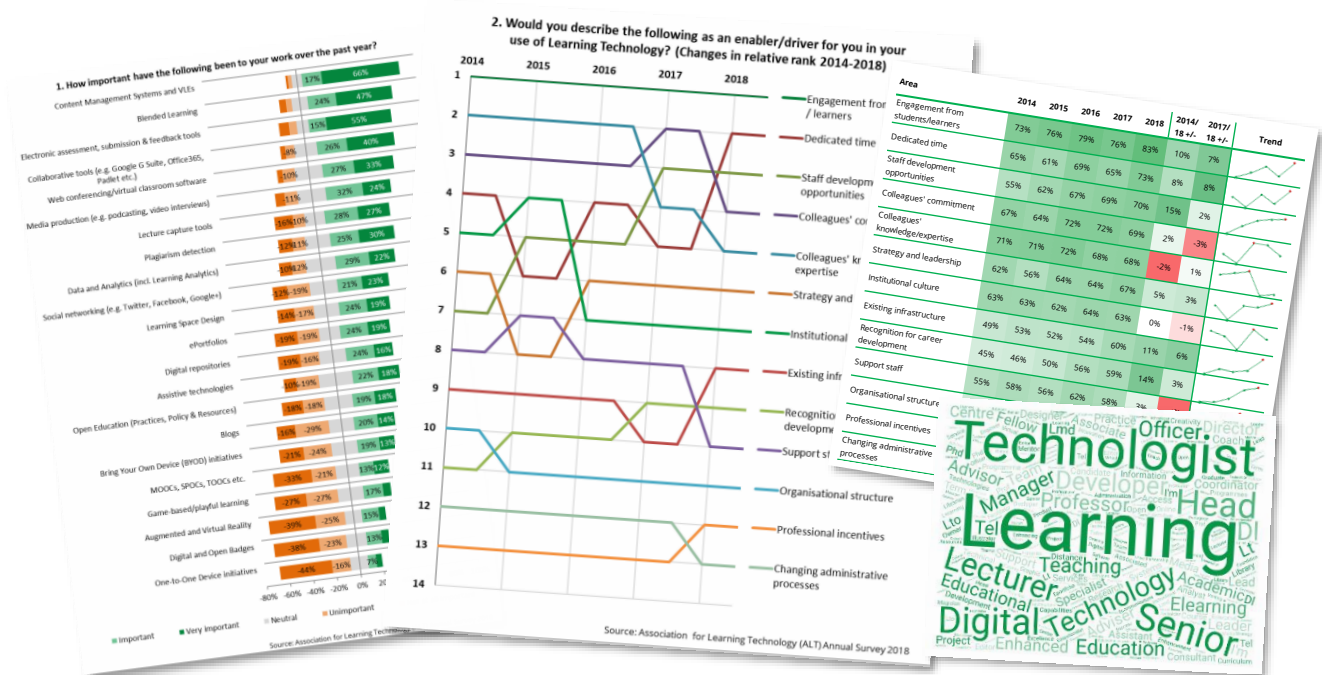


## Reporting from the Annual Survey 2018



# 1 Executive Summary

This is the fifth 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.

The survey was open for responses between 12 December 2018 and 15 January 2019. The questions in the 2018 survey were based on the 2017 survey with the exception of questions relating to new developments and priorities for 2019. In total 203 responses were analysed (this compares to 226 in the previous year).

## **Current and future priorities in learning technology**

As with previous surveys 'Content Management Systems and VLEs' remains the top area of importance within current and future practice. 'Blended Learning' has overtaken 'Electronic assessment' in terms of ranked importance for current practice, but 'Electronic assessment' remains ranked second for future practice.

'Lecture capture tools' saw the greatest jump in importance in current practice, moving from 14<sup>th</sup> to 6<sup>th</sup>. 'Assistive technologies' continues to see strong increases in the importance for current practice. There are continued declines for 'Blogs' and 'Social networking' in terms of current practice but these changes are small compared to last 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 is 'Blended learning'. When comparing responses to last year's survey 'ePortfolios' and 'Assistive technology' have seen the greatest increases in importance for future practice. The area which has seen the biggest decrease in future importance is 'MOOCs, SPOCs and TOOCs'.

When comparing the difference between responses for current and future areas, 'Data and Analytics' has the biggest gap when comparing the percentage of important/very important responses between current and future practice.

## **Enablers and drivers for use of learning technology**

As with all previous ALT Annual Surveys the top enabler/driver for the use of learning technology was reported as 'Engagement from students/learners', which is followed by 'Dedicated time' and 'Staff development opportunities'. 'Dedicated time' had the biggest increase in the percentage of respondents agreeing or strongly agreeing that this was an enabler/driver which moved it from 5<sup>th</sup> in last year's survey to second.

Taking in to account the survey results since 2014 the areas that have seen the biggest increases as an enabler/driver are 'Professional incentives', 'Staff development opportunities' and 'Recognition for career development'. The combination of increasing importance of 'Staff development opportunities' and 'Recognition for career development' underlines the importance of ALT's role in leading professionalisation and recognition for Learning Technology professionals.

### **ALT's priorities for 2019**

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, increasing the impact of Learning Technology for the wider community, strengthening recognition and representation for the Membership at a national level and leading professionalisation for individual Learning Technology professionals in a broad range of roles

Survey responses indicate good awareness of the Senior and Associate CMALT pilots, with respondents in management and leadership roles most interested in the development of the Senior CMALT. Those not in a management/leadership role also indicated that development of the Associate CMALT should be a priority. There is lower awareness of the Open Register of CMALT portfolios which is why it might be seen as less of a priority for 2019.

In terms of ALT activities that support research, practice and policy there is greatest awareness of day events and webinars run by local Member Groups, followed by trends and analysis produced by ALT, and finally the GDPR webinar series. The areas with least awareness are the special collections on Playful Learning and Mobile Mixed Reality Enhanced Learning followed by insights into professionalisation from the CMALT scheme. For future priorities the majority of respondents indicated professionalisation from the CMALT scheme, closely followed by day events and webinars from local Members Groups.

## 1.1 Key points

- ◇ The survey received 203 responses
- ◇ Majority of questions in the survey have remained unchanged since 2014
- ◇ Current areas of work respondents indicated as the most important or very important:
  - content management systems and VLEs;
  - blended learning; and
  - electronic assessment, submission & feedback tools
- ◇ Future areas of work respondents indicated as 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
- ◇ Lecture capture tools had the biggest gain in importance for current practice in this year's survey
- ◇ ePortfolios had the biggest gain in importance for future practice in this year's survey
- ◇ Respondent's agreed or strongly agreed that the key enablers and drivers for the use of learning technology were:
  - engagement from students / learners;
  - dedicated time; and
  - staff development opportunities
- ◇ Activities to enhance professional recognition and accreditation with greatest awareness were:
  - Senior CMALT pilot;
  - Associate CMALT pilot; and
  - enhanced support for CMALT candidates and assessors
- ◇ Priorities to enhance professional recognition and accreditation in 2019 were:
  - Senior CMALT accreditation; and
  - Associate CMALT accreditation;
- ◇ Developments in research, practice and policy with greatest awareness were:
  - day events and webinars run by local Member Groups; and
  - trends and analysis from surveys
- ◇ Priorities in research, practice and policy were:
  - insights into professionalisation from the CMALT scheme; and
  - day events and webinars run by local Member Groups

# Contents

|       |  |    |
|-------|--|----|
| 1     | Executive 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 |
| 2.1.3 | Comparison of current and future priorities.....           | 14 |
| 2.2   | Enablers and drivers of learning technology .....          | 17 |
| 2.3   | ALT's priorities for 2019 .....                            | 20 |
| 2.3.1 | Enhancing professional recognition and accreditation ..... | 20 |
| 2.3.2 | Research, practice and policy .....                        | 21 |
| 2.4   | Who responded to the survey .....                          | 23 |
| 2.4.1 | ALT Membership .....                                       | 24 |
| 2.4.2 | Demographic .....  | 25 |
| 3     | Appendix – Accessible Tables.....                          | 30 |
| 4     | Appendix – ALT Annual Survey 2018 .....                    | 34 |

## 2 Responses

The survey was open for responses between 12 December 2018 and 15 January 2019. The survey questions are included in this report's appendix. The questions in the 2018 survey were based on the 2017 survey with the exception of questions relating to new developments and priorities for 2019. As with previous years the survey was publicized on the ALT website, ALT's social media channels and directly emailing ALT members. In total 203 responses were analysed (this compares to 226 in 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 2019, 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 4 *Appendix – ALT Annual Survey 2018*, remained unchanged from the Annual Survey in 2017 and the majority have been included since 2014.

In Figure 2.1, current areas of importance are summarised ranked by the combined important and very important Likert responses. When combining important and very important responses 'Content Management Systems' is ranked most important with over 80% of respondents indicating this area as important or very important. This area is followed by 'Blended Learning' and 'Electronic assessment, submission and feedback tools' which over 70% of respondents indicated as important/very important.

In Figure 2.2, the combined important and very important percentages are used to rank areas of current importance for consecutive surveys between 2014 and 2018. 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 possible trends within current practice, notably 'Lecture capture tools' which when compared to relative ranking from last year has gone from ranked 14<sup>th</sup> to 6<sup>th</sup> and has increased by 20% in important/very important responses between 2017 and 2018. Another area which has moved considerably between 2017 and 2018 is 'Assistive Technology' which has moved in relative rank importance from 17<sup>th</sup> to 13<sup>th</sup>, which has increased by 7% from 33% important/very important in 2017 to 40% in 2018. This move may in part be explained by the introduction of the 'Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations'<sup>1</sup> in September of 2018. Conversely Figure 2.2 also shows declines in ranked responses for 'Social networking' and 'Blogs'. In the case of 'blogs' this has gone down from ranked 7<sup>th</sup> in 2014 to 16<sup>th</sup> in 2018. Some caution however has to be used when interpreting these rank changes as areas like 'Blended Learning' and 'Plagiarism detection' were added to the survey after 2014, also while 'Blogs' have dropped 4 places as shown in Table 2.1 the difference in combined important/very important responses is only 1%.

Table 2.1 contains data from Figure 2.2 in tabular form and the changes in importance in current practice between this year's survey and 2014 and 2017 have been calculated. The final column in the table displays the general trend of the combined percentage of important/very important responses for each year. This reveals that while 'Data and Analytics' and 'Collaborative Tools' have only had small changes compared to the 2017 survey (2-3%), these increases have been year on year. The trend lines also show continued declines in 'Blogs' and 'Social networking', as reported earlier, which are again small compared to last year but also consecutive.

---

<sup>1</sup> A summary of the new regulations is covered in the #ALTC Blog post '[Important New Accessibility Regulations](#)'

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

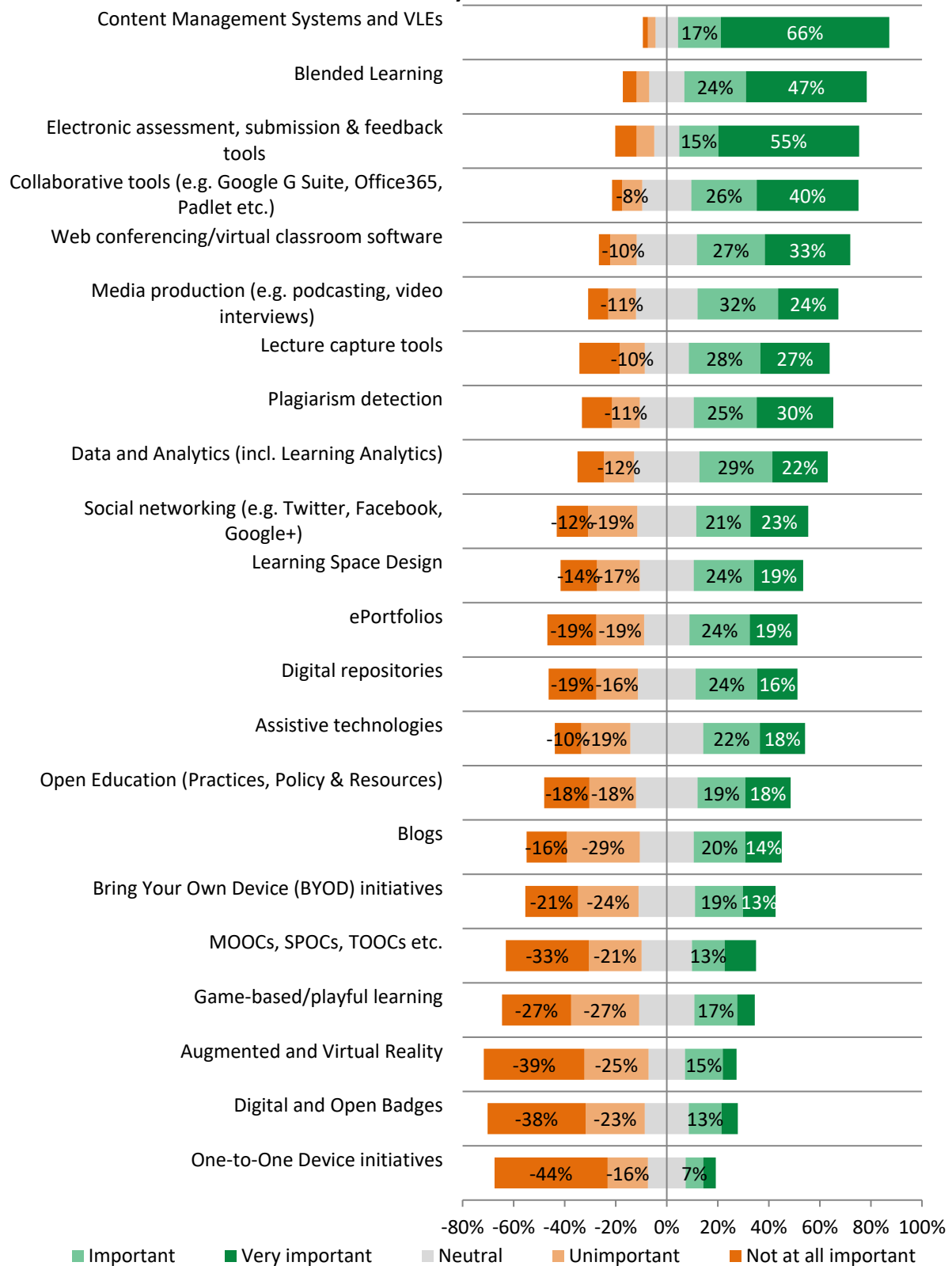
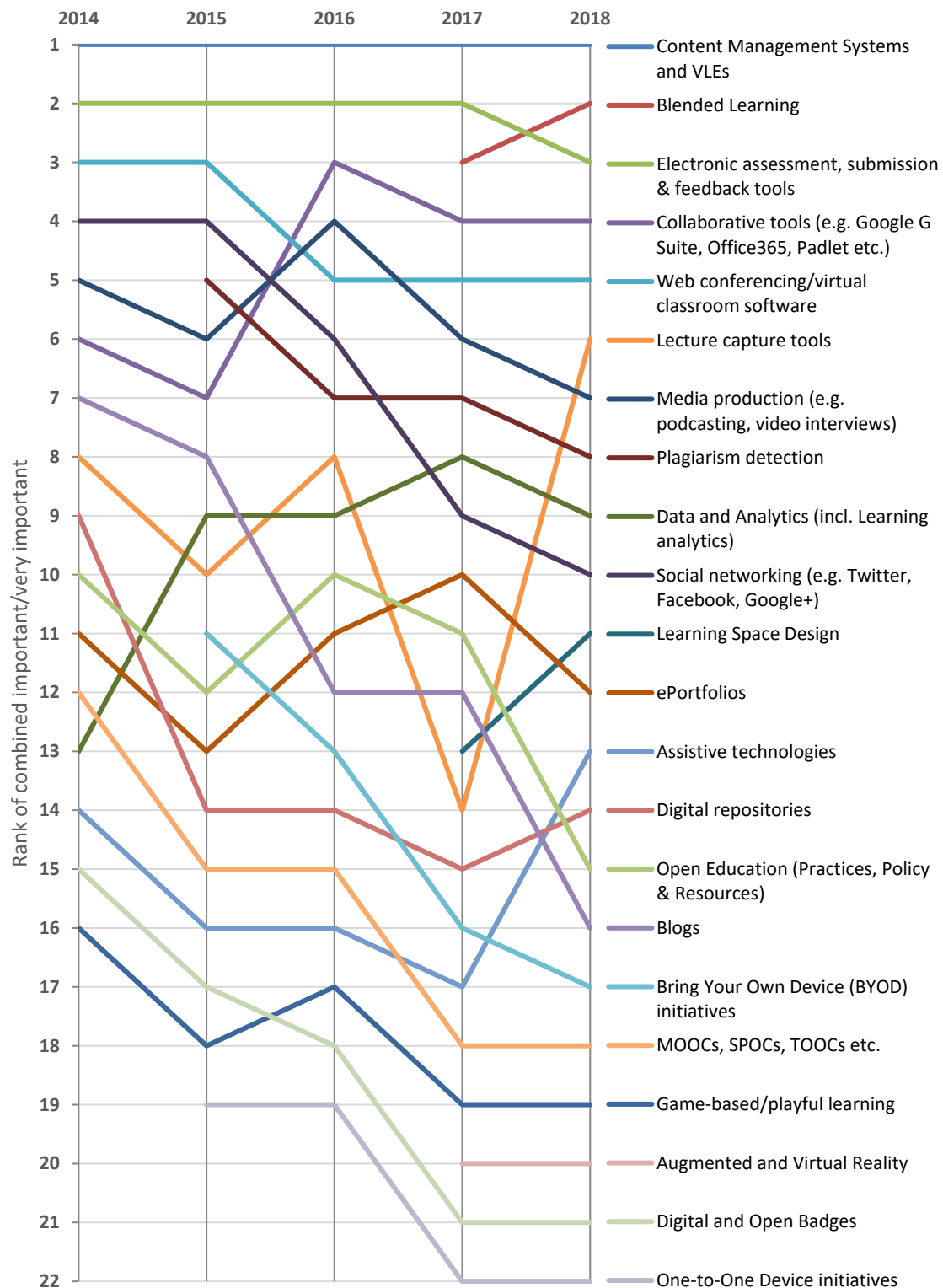


Figure 2.1 Current areas of importance in 2018 ranked by items marked as important or very important on a 5-point Likert scale.

### Changes in important current areas from ALT Annual Surveys in 2014-2018



Source: Association for Learning Technology (ALT) Annual Survey 2018

Figure 2.2 Relative changes in areas marked important/very important for current work between 2014-2018.



**Table 2.1 Changes in current important/very important areas (2014-2018)<sup>2</sup>**

| Area  | 2014 | 2015 | 2016 | 2017 | 2018 | 2014/ 18 +/- | 2017/ 18 +/- | Trend |
|---|------|------|------|------|------|--------------|--------------|-------|
| Lecture capture tools   | 41%  | 40%  | 45%  | 35%  | 55%  | 14%          | 20%          |       |
| Learning Space Design   |      |      |      | 35%  | 43%  | -            | 8%           |       |
| Assistive technologies  | 29%  | 18%  | 25%  | 33%  | 40%  | 11%          | 7%           |       |
| Digital repositories  | 41%  | 33%  | 35%  | 33%  | 40%  | -1%          | 7%           |       |
| Blended Learning  |      |      |      | 65%  | 71%  | -            | 6%           |       |
| ePortfolios   | 39%  | 35%  | 39%  | 37%  | 42%  | 3%           | 5%           |       |
| Plagiarism detection  |      | 53%  | 49%  | 52%  | 55%  | -            | 3%           |       |
| Data and Analytics (incl. Learning analytics)                     | 37%  | 40%  | 43%  | 47%  | 50%  | 13%          | 3%           |       |
| Content Management Systems and VLEs                               | 81%  | 81%  | 79%  | 80%  | 83%  | 2%           | 3%           |       |
| Collaborative tools (e.g. Google G Suite, Office365, Padlet etc.) | 50%  | 52%  | 60%  | 64%  | 66%  | 16%          | 2%           |       |
| Open Education (Practices, Policy & Resources)                    | 40%  | 36%  | 40%  | 36%  | 36%  | -4%          | 0%           |       |
| Game-based/playful learning                                       | 15%  | 14%  | 20%  | 23%  | 24%  | 9%           | 1%           |       |
| Web conferencing/virtual classroom software                       | 60%  | 56%  | 53%  | 60%  | 60%  | 0%           | 0%           |       |
| Digital and Open Badges   | 21%  | 15%  | 20%  | 20%  | 19%  | -2%          | -1%          |       |
| Blogs   | 44%  | 43%  | 39%  | 35%  | 34%  | -10%         | -1%          |       |
| Bring Your Own Device (BYOD) initiatives                          |      | 38%  | 36%  | 33%  | 32%  | -            | -1%          |       |
| Media production (e.g. podcasting, video interviews)              | 57%  | 53%  | 56%  | 57%  | 55%  | -2%          | -2%          |       |
| Augmented and Virtual Reality                                     |      |      |      | 22%  | 20%  | -            | -2%          |       |
| One-to-One Device initiatives                                     |      | 9%   | 8%   | 14%  | 12%  | 12%          | -2%          |       |
| Social networking (e.g. Twitter, Facebook, Google+)               | 59%  | 53%  | 51%  | 47%  | 44%  | -15%         | -3%          |       |
| Electronic assessment, submission & feedback tools                | 68%  | 69%  | 69%  | 75%  | 70%  | 2%           | -5%          |       |
| MOOCs, SPOCs, TOOCs etc.  | 39%  | 30%  | 29%  | 31%  | 25%  | -14%         | -6%          |       |

<sup>2</sup> An accessible version of this table without the trend lines is available in 3 Appendix – Accessible Tables

## 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, and ranked by the combined important and very important Likert responses. As with previous years 'Content Management Systems and VLEs' is ranked the highest with 83% of respondents indicating this are to be important or very important in the coming year (3% increase compared to 2017). 'Electronic assessment' remains second highest with 75% (1% decrease compared to 2017) followed by 'Blended Learning', which 74% of respondents indicating it as important or very important (5% increase compared to 2017).

In Figure 2.4, the combined important and very important percentages are used to rank areas of future importance for consecutive surveys between 2014 and 2018. This reveals the consistency of areas like 'Content Management Systems and VLEs', 'Electronic assessment' and 'Blended Learning'. As with current areas of importance, discussed in the previous section, 'Assistive technologies' is one area which has gained the most places in the ranking, going from 15<sup>th</sup> in 2017 to 11<sup>th</sup> in 2018. 'Learning Space Design' has had a similar increase going from ranked 16<sup>th</sup> in 2017 to 12<sup>th</sup> in 2018. Conversely, the reduced ranking of 'Social networking' and 'Blog' from current important areas is mirrored by responses to future areas with 'Social networking' dropping from ranked 5<sup>th</sup> in 2014 to ranked 13<sup>th</sup> in 2018. Similarly, whilst 'Blogs' had a resurgence in 2015 going from ranked 12<sup>th</sup> in 2014 to 9<sup>th</sup>, by 2018 they had dropped to ranked 17<sup>th</sup>.

In Table 2.2, the changes combined important/very important responses for future practice are listed and sorted by the biggest percentage changes between this year's survey and 2017. This reveals that the rank changes in 'Social networking' and 'Blogs' are mirrored by the percentage of respondents no longer indicating these areas as important or very important. In the case of 'Blog' the percentage of respondents indicating this as an important or very important area for future practice has reduced by 7% from 43% in 2014 to 36% in 2018. Similarly, 'Social networking' has dropped 11% from 56% in 2014 to 45% in 2018. An area which has had the biggest decline from 2014 and this year's survey as well as between surveys is 'MOOCs, SPOCs, TOOCs etc.', which has gone from 40% of respondents indicating it as an important or very important area for future practice in 2014 to 29% in 2018.

Table 2.2 also highlights that a number of areas are relatively new to the survey are also increasing in importance for future practice. In particular, 'Plagiarism detection', 'Learning Space Design' and 'Blended Learning' have all consistently seen gains over previous surveys. In the case of 'Plagiarism detection' this has gone from 48% of respondents in the 2016 survey indicating it as a future import or very important area, to 55% in 2018. Similarly, 'Blended Learning' has gone from 69% in the 2017 survey to 74% of the 2018 respondents indicating that this is a future important or very important area. Related to 'Plagiarism detection', 'Electronic assessment' remains to be an area of high future importance and over the last 3 surveys between 2016 and 2018, 74-76% of respondents have indicated this as important or very important.

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

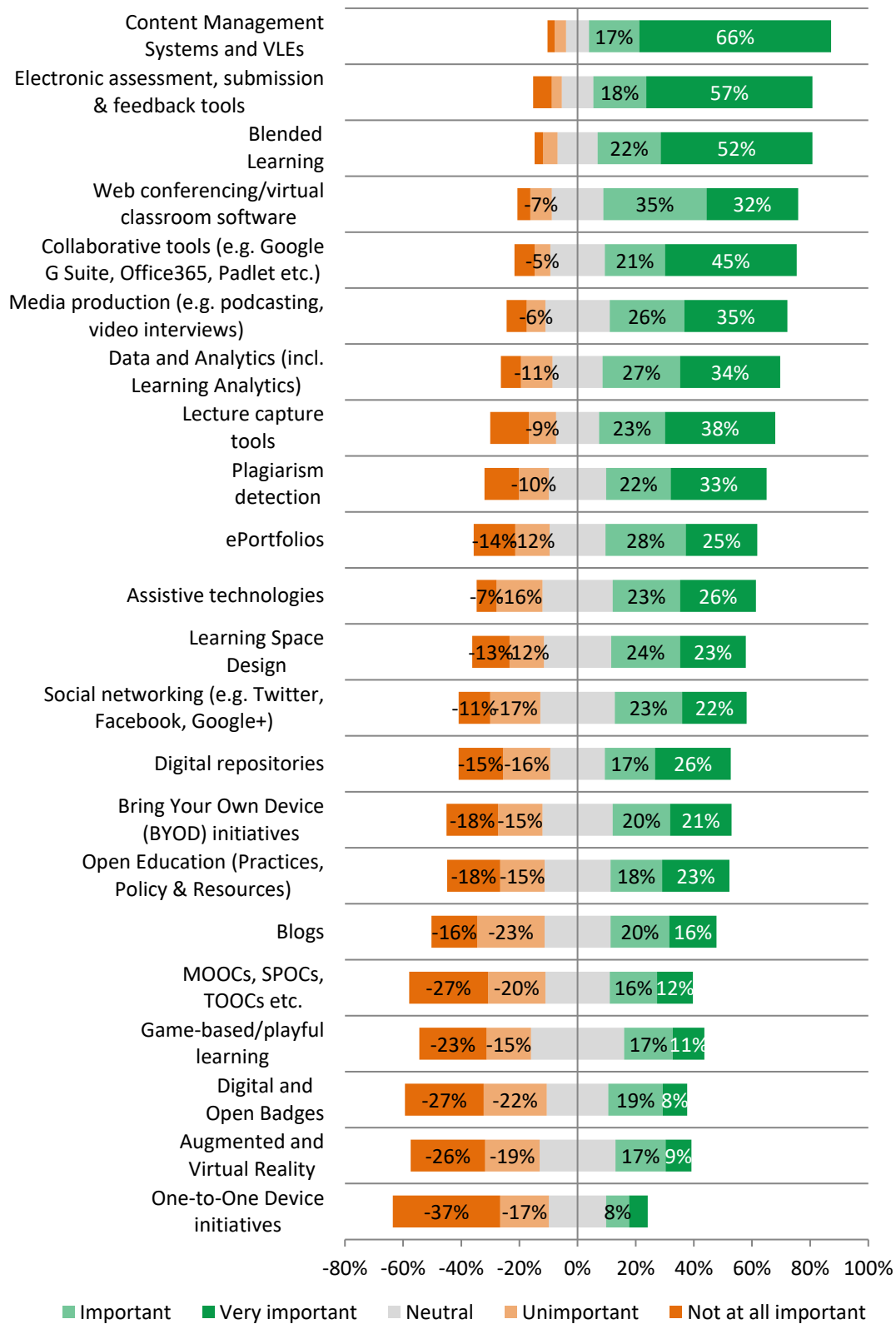
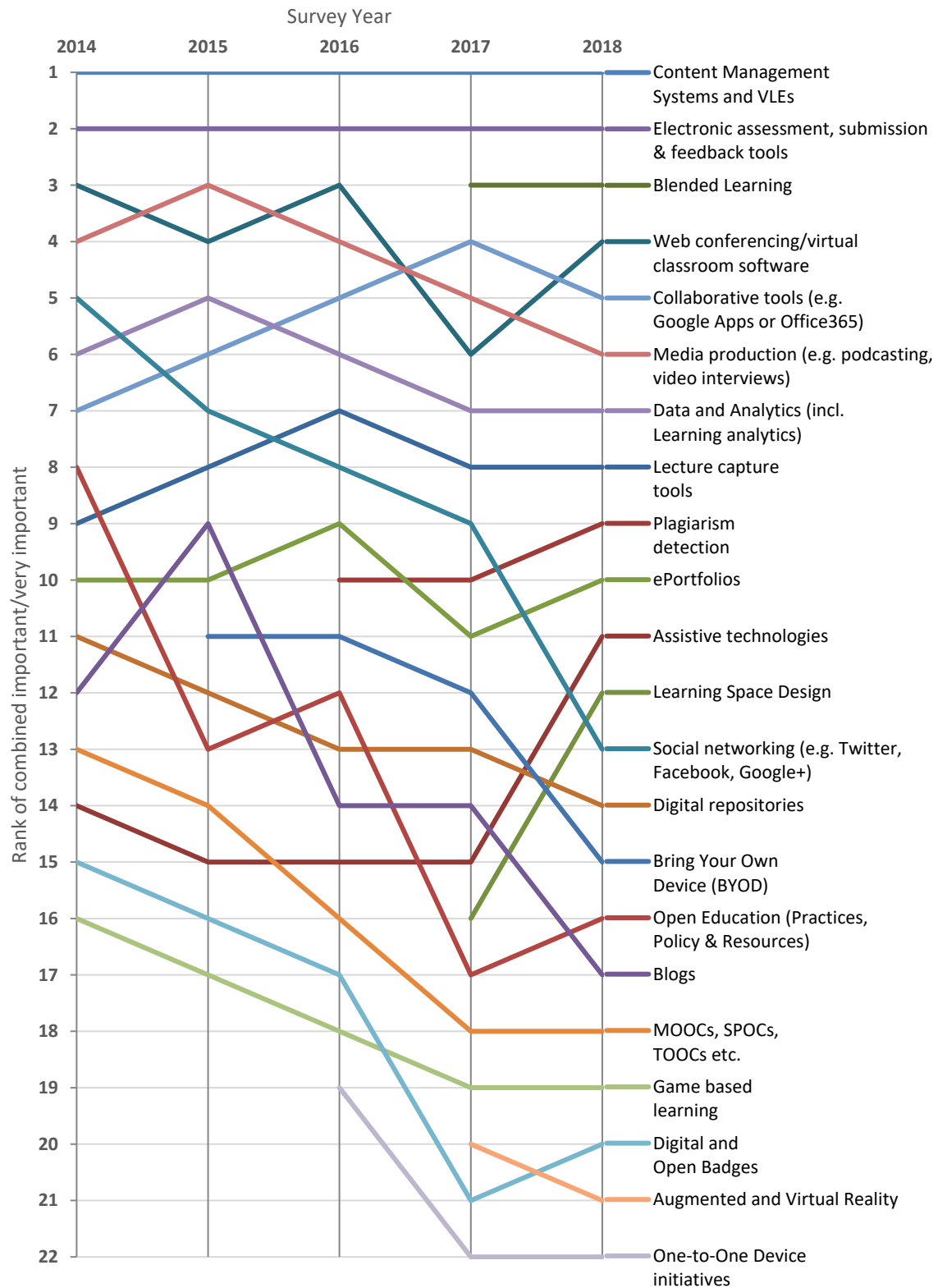


Figure 2.3 Future areas of importance ranked by items marked as important or very important on a 5-point Likert scale.









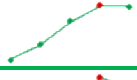











## Changes in important future areas from ALT Annual Surveys in 2014-2018



Source: Association for Learning Technology (ALT) Annual Survey 2018

Figure 2.4 Relative changes in areas marked important/very important for future work between 2014-2018.

**Table 2.2 Changes in future important/very important areas (2014-2018)<sup>3</sup>**

| Area  | 2014 | 2015 | 2016 | 2017 | 2018 | 2014/ 18<br>+/- | 2017/<br>18 +/- | Trend   |
|---|------|------|------|------|------|-----------------|-----------------|---|
| ePortfolios   | 46%  | 43%  | 49%  | 43%  | 52%  | 6%              | 9%              |    |
| Assistive technologies  | 36%  | 28%  | 33%  | 41%  | 49%  | 13%             | 8%              |    |
| Plagiarism detection  |      |      | 48%  | 50%  | 55%  | -               | 5%              |    |
| Learning Space Design   |      |      |      | 41%  | 46%  | -               | 5%              |    |
| Blended Learning  |      |      |      | 69%  | 74%  | -               | 5%              |    |
| Web conferencing/virtual classroom software                       | 63%  | 59%  | 63%  | 62%  | 67%  | 4%              | 5%              |    |
| Open Education (Practices, Policy & Resources)                    | 50%  | 39%  | 44%  | 38%  | 41%  | -9%             | 3%              |    |
| Content Management Systems and VLEs                               | 80%  | 79%  | 80%  | 80%  | 83%  | 3%              | 3%              |   |
| Digital and Open Badges   | 34%  | 24%  | 30%  | 25%  | 27%  | -7%             | 2%              |  |
| Digital repositories  | 43%  | 41%  | 44%  | 42%  | 43%  | 0%              | 1%              |  |
| Lecture capture tools   | 48%  | 47%  | 52%  | 60%  | 61%  | 13%             | 1%              |  |
| Collaborative tools (e.g. Google G Suite, Office365, Padlet etc.) | 53%  | 57%  | 62%  | 66%  | 66%  | 13%             | 0%              |  |
| Electronic assessment, submission & feedback tools                | 71%  | 72%  | 74%  | 76%  | 75%  | 4%              | -1%             |  |
| Data and Analytics (incl. Learning Analytics)                     | 53%  | 58%  | 62%  | 62%  | 61%  | 8%              | -1%             |  |
| Bring Your Own Device (BYOD)                                      |      | 41%  | 47%  | 42%  | 41%  | -               | -1%             |  |
| Media production (e.g. podcasting, video interviews)              | 62%  | 60%  | 63%  | 63%  | 61%  | -1%             | -2%             |  |
| Game-based/playful learning                                       | 24%  | 21%  | 26%  | 30%  | 28%  | 4%              | -2%             |  |
| Augmented and Virtual Reality                                     |      |      |      | 29%  | 26%  | -               | -3%             |  |
| One-to-One Device initiatives                                     |      |      | 12%  | 18%  | 14%  | -               | -4%             |  |
| Blogs   | 43%  | 46%  | 42%  | 42%  | 36%  | -7%             | -6%             |  |
| Social networking (e.g. Twitter, Facebook, Google+)               | 56%  | 57%  | 50%  | 51%  | 45%  | -11%            | -6%             |  |
| MOOCs, SPOCs, TOOCs etc.  | 40%  | 35%  | 32%  | 35%  | 29%  | -11%            | -6%             |  |

<sup>3</sup> An accessible version of this table without the trend lines is available in 4 Appendix – Accessible Tables

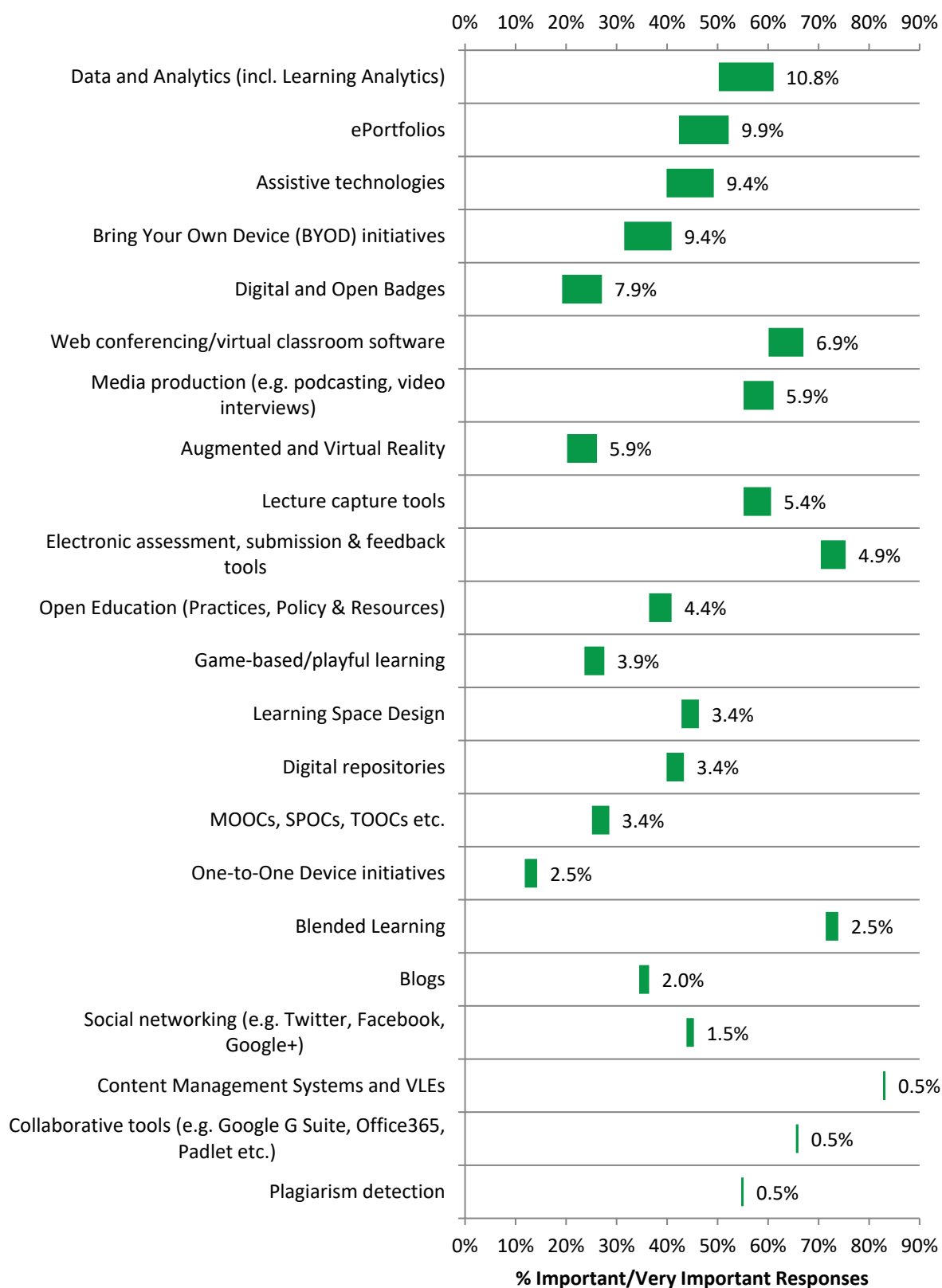
In Figure 2.6, a summary is shown of the difference between the percentage of important or very important responses for future priorities compared to the responses for current areas. The purpose of this analysis is to find gaps between current and future areas that respondents indicated as important or very important. This data shows that as with previous surveys the biggest gap is 10.8% for 'Data and Analytics', with 61% of respondents indicated this as an important or very important future area compared to 50% for current practice. Another area with a big difference in current and future importance is 'ePortfolios' which 42% of respondents indicated as important or very important as a current area, compared to 52% as a future area. This increase may be in part related to more institutions developing and offering Degree Apprenticeships. Increases for 'Content Management Systems and VLEs' are a lot smaller (0.5%) but in this case the area is already indicated by the majority (83%) as important or very important.

In Figure 2.5, word frequencies are shown for free text responses to other current or emerging areas respondents indicated as important in the coming year. Various methods of learning including online and active were mentioned. Artificial Intelligence (AI) and machine learning had a number of mentions.



alt.ac.uk

### Difference of importance for current to future areas in 2018



Source: Association for Learning Technology (ALT) Annual Survey 2018

Figure 2.6 Difference in current and future areas marked important or very important.

**Table 2.3 Difference in percentage of important/very important responses for future and current practice in surveys from 2014-2018.<sup>4</sup>**

| Area  | 2014  | 2015  | 2016  | 2017  | 2018  | Trend |
|---|-------|-------|-------|-------|-------|-------|
| Data and Analytics (incl. Learning analytics)                     | 16.9% | 17.3% | 18.9% | 14.6% | 10.8% |       |
| ePortfolios   | 7.2%  | 8.2%  | 9.1%  | 6.2%  | 9.9%  |       |
| Assistive technologies  | 6.8%  | 9.7%  | 8.1%  | 8.4%  | 9.4%  |       |
| Bring Your Own Device (BYOD) initiatives                          |       | 3.1%  | 11.0% | 9.3%  | 9.4%  |       |
| Digital and Open Badges   | 12.4% | 9.7%  | 10.0% | 4.9%  | 7.9%  |       |
| Web conferencing/virtual classroom software                       | 3.6%  | 3.1%  | 10.4% | 2.2%  | 6.9%  |       |
| Media production (e.g. podcasting, video interviews)              | 5.6%  | 7.1%  | 6.8%  | 6.2%  | 5.9%  |       |
| Augmented and Virtual Reality                                     |       |       |       | 6.6%  | 5.9%  |       |
| Lecture capture tools   | 7.2%  | 7.1%  | 7.9%  | 4.4%  | 5.4%  |       |
| Electronic assessment, submission & feedback tools                | 2.8%  | 3.1%  | 4.5%  | 0.4%  | 4.9%  |       |
| Open Education (Practices, Policy & Resources)                    | 10.4% | 3.1%  | 3.8%  | 1.8%  | 4.4%  |       |
| Game-based/playful learning                                       | 9.2%  | 7.1%  | 6.4%  | 6.6%  | 3.9%  |       |
| Digital repositories  | 2.4%  | 7.7%  | 8.6%  | 8.4%  | 3.4%  |       |
| Learning Space Design   |       |       |       | 5.8%  | 3.4%  |       |
| MOOCs, SPOCs, TOOCs etc.  | 1.6%  | 5.6%  | 2.8%  | 4.9%  | 3.4%  |       |
| One-to-One Device initiatives                                     |       |       | 4.6%  | 4.0%  | 2.5%  |       |
| Blended Learning  |       |       |       | 3.5%  | 2.5%  |       |
| Blogs   | -1.2% | 2.6%  | 3.3%  | 6.2%  | 2.0%  |       |
| Social networking (e.g. Twitter, Facebook, Google+)               | -3.2% | 3.6%  | -1.0% | 4.4%  | 1.5%  |       |
| Plagiarism detection  |       |       | -0.6% | -2.2% | 0.5%  |       |
| Content Management Systems and VLEs                               | -1.2% | -2.6% | 1.0%  | 0.4%  | 0.5%  |       |
| Collaborative tools (e.g. Google G Suite, Office365, Padlet etc.) | 2.8%  | 4.6%  | 3.2%  | 2.7%  | 0.5%  |       |

<sup>4</sup> An accessible version of this table without the trend lines is available in 4 Appendix – Accessible Tables



## 2.2 Enablers and drivers of learning technology

As with previous surveys respondents were asked to identify the enablers and drivers for their use of learning technology on a 5-point Likert scale from strongly disagree to strongly agree. The responses to this question with enablers/drivers ordered by the aggregate agree/strongly agree Likert responses are summarised in Figure 2.7. As with previous years the top enabler/driver was engagement from students/learners with 83% of respondents agreeing or strongly agreeing with this statement. The area that respondents thought was least likely to be an enabler or driver for their use of learning technology was administrative processes, with only 47% of respondents agreeing or strongly agreeing. Professional incentives also had 47% of respondents agreeing or strongly agreeing this as an enabler/driver, but a higher proportion (27%) disagreed or strongly disagreed with this statement (compared to 21% for changing administrative processes).

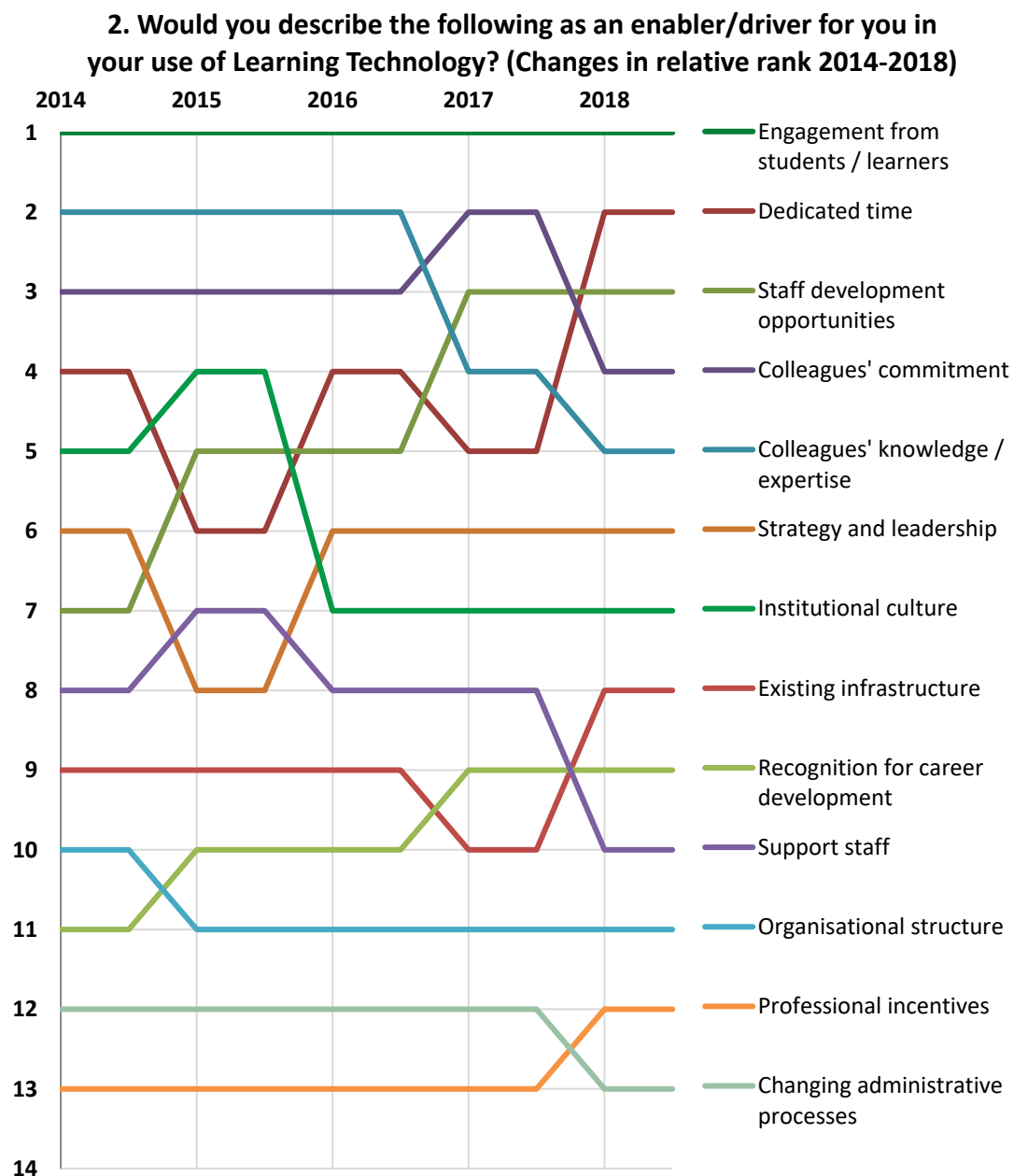
### 2. Would you describe the following as an enabler/driver for you in your use of Learning Technology?



Source: Association for Learning Technology (ALT) Annual Survey 2018

Figure 2.7 Ranking of enablers and drivers based on 5-point Likert responses to areas respondents agreed or strongly agreed

To highlight differences between surveys aggregated agree/strongly agree responses for 2014 to 2018 are ranked and changes shown in Figure 2.8. Graphing the data in this way reveals that respondents agree/strongly agree that 'Engagement from students/learners' is consistently the top enabler or driver for their use of learning technology. A big change this year has been recorded for dedicated time which has jumped from ranked 5<sup>th</sup> to 2<sup>nd</sup>. Staff development opportunities remains in 3<sup>rd</sup> while colleagues' commitment has moved to 4<sup>th</sup> and knowledge/expertise is now ranked 5<sup>th</sup>. Lower down the ranking infrastructure has moved from 10<sup>th</sup> to 8<sup>th</sup> replacing support staff which has moved from 8<sup>th</sup> to 10<sup>th</sup>.

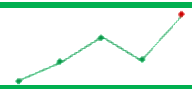




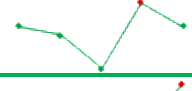




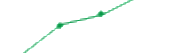




Source: Association for Learning Technology (ALT) Annual Survey 2018

Figure 2.8 Comparison of agree/strongly agree responses to learning technology enablers and drivers as rank changes for 2014-2018

In Table 2.4, the combined agree/strongly agree percentage responses for this and previous years surveys are shown in tabular form. The top two ranked enablers/drivers, engagement from learners and dedicated time, have also had the biggest increases from the 2017 survey, with engagement from learners increasing 7% to 83% and dedicated time increasing 8% with 73% agreeing or strongly agreeing that this was an enabler or driver. While staff development opportunities have only seen a smaller increase in the percentage of respondents agreeing or strongly agreeing it is an area that has seen continued growth on all the surveys since 2014, the greatest change being between the 2014 and 2015 surveys where it has gone from 55% to 62% in 2015. Another area that has seen one of the biggest changes is recognition for career development, which has gone from 45% agreeing/strongly agreeing in 2014 to 59% in 2018.

**Table 2.4 Changes in agree/strongly agree responses to learning technology enablers and drivers (2014-2018)<sup>5</sup>**

| Area                               | 2014 | 2015 | 2016 | 2017 | 2018 | 2014/<br>18 +/- | 2017/<br>18 +/- | Trend   |
|------------------------------------|------|------|------|------|------|-----------------|-----------------|---|
| Engagement from students/learners  | 73%  | 76%  | 79%  | 76%  | 83%  | 10%             | 7%              |    |
| Dedicated time                     | 65%  | 61%  | 69%  | 65%  | 73%  | 8%              | 8%              |    |
| Staff development opportunities    | 55%  | 62%  | 67%  | 69%  | 70%  | 15%             | 2%              |   |
| Colleagues' commitment             | 67%  | 64%  | 72%  | 72%  | 69%  | 2%              | -3%             |  |
| Colleagues' knowledge/expertise    | 71%  | 71%  | 72%  | 68%  | 68%  | -2%             | 1%              |  |
| Strategy and leadership            | 62%  | 56%  | 64%  | 64%  | 67%  | 5%              | 3%              |  |
| Institutional culture              | 63%  | 63%  | 62%  | 64%  | 63%  | 0%              | -1%             |  |
| Existing infrastructure            | 49%  | 53%  | 52%  | 54%  | 60%  | 11%             | 6%              |  |
| Recognition for career development | 45%  | 46%  | 50%  | 56%  | 59%  | 14%             | 3%              |  |
| Support staff                      | 55%  | 58%  | 56%  | 62%  | 58%  | 3%              | -4%             |  |
| Organisational structure           | 47%  | 43%  | 49%  | 50%  | 54%  | 7%              | 4%              |  |
| Professional incentives            | 32%  | 38%  | 37%  | 46%  | 47%  | 16%             | 1%              |  |
| Changing administrative processes  | 39%  | 43%  | 44%  | 46%  | 47%  | 7%              | 1%              |  |

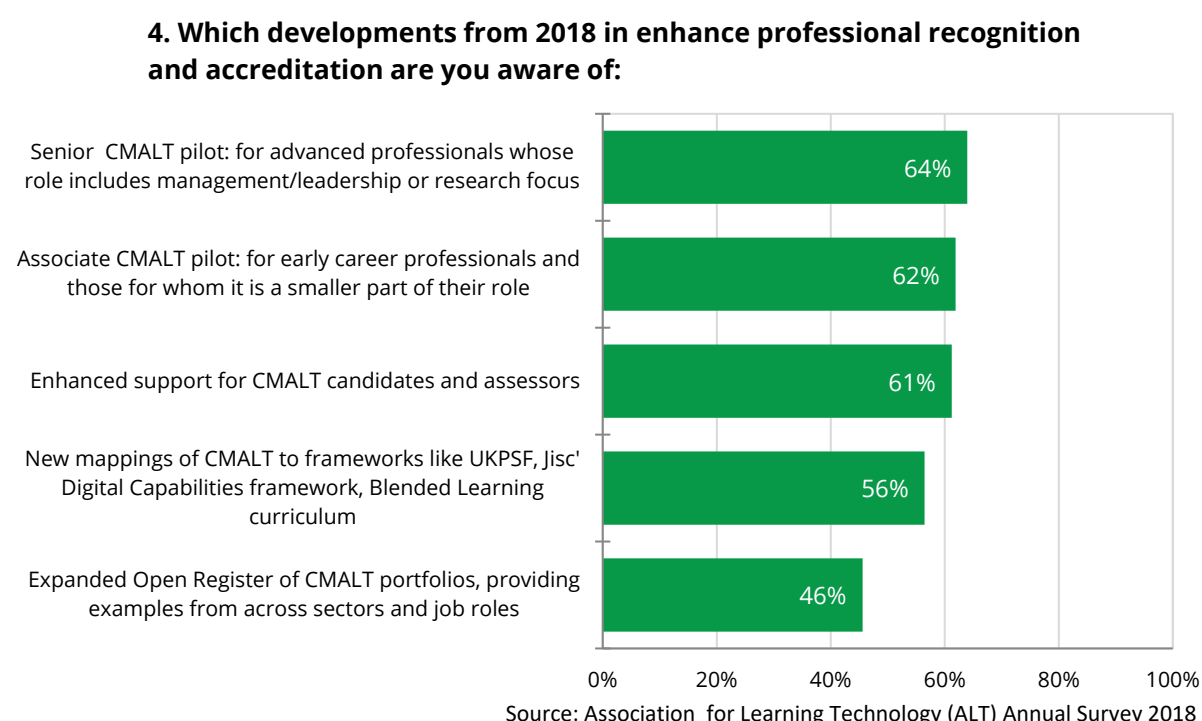
<sup>5</sup> An accessible version of this table without the trend lines is available in 4 Appendix – Accessible Tables

## 2.3 ALT's priorities for 2019

### 2.3.1 Enhancing professional recognition and accreditation

As part of the 2018 survey respondents were asked to provide feedback on ALT developments in 2018 around enhancing professional recognition and accreditation. Respondents were first asked to indicate which developments in enhancing professional recognition and accreditation they were aware of followed by an opportunity to select one of these as a priority for 2019.

In Figure 2.9, developments respondents were aware of have been summarised and ranked. The Senior CMALT<sup>6</sup> pilot is ranked top closely followed by the Associate CMALT pilot both with high levels of awareness, 62-64%. The expanded open register of CMALT portfolios has lower awareness with 46% of respondents being aware of it.

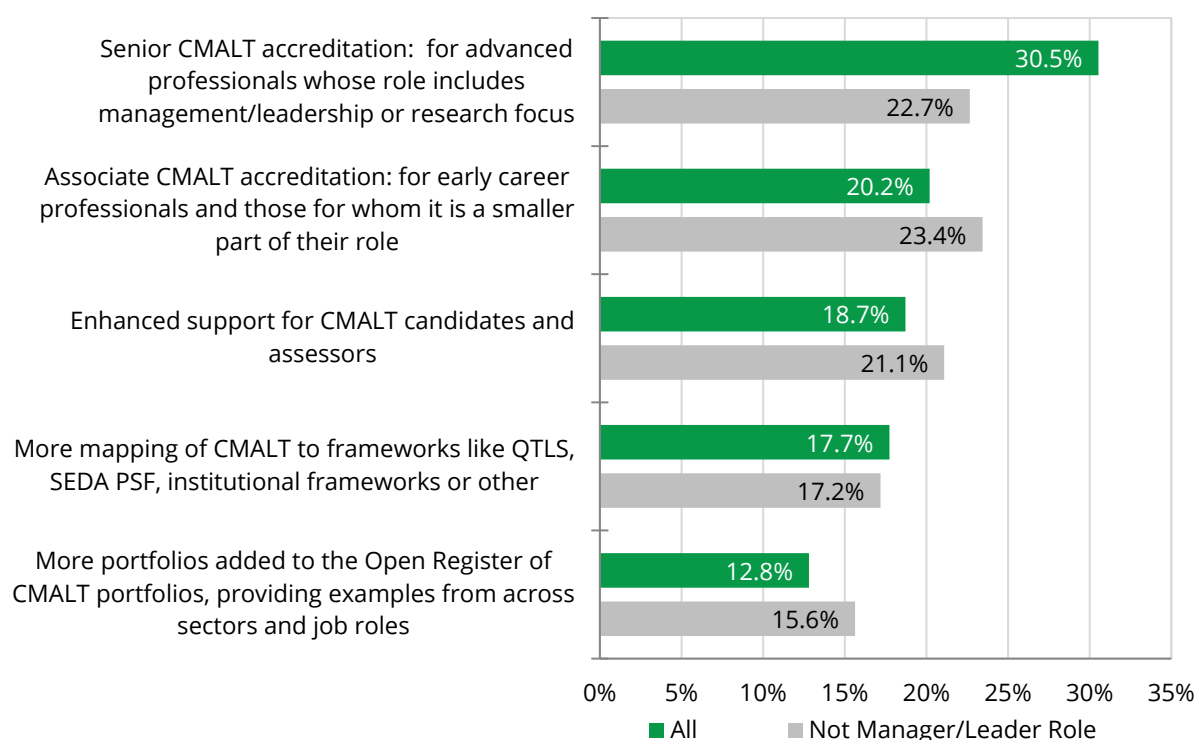


*Figure 2.9 Developments respondents are aware of in enhancing professional recognition and accreditation*

In Figure 2.10, the responses to the area respondents would like to focus on in 2019 are summarised. The majority of all respondents (30.5%) indicated that the senior CMALT accreditation should be a priority. One consideration when interpreting this result is that 26% of the respondents indicated that their primary function included management or leadership. When responses from respondents who indicated they have a management/leadership role are removed then the top priority is the Associate CMALT accreditation (23.4%), closely followed by the Senior CMALT (22.7%).

<sup>6</sup> CMALT – Certified Membership of ALT. ALT's peer-reviewed accreditation scheme

**5. If you had to choose one priority for 2019 for enhance professional recognition and accreditation it would be:**



Source: Association for Learning Technology (ALT) Annual Survey 2018

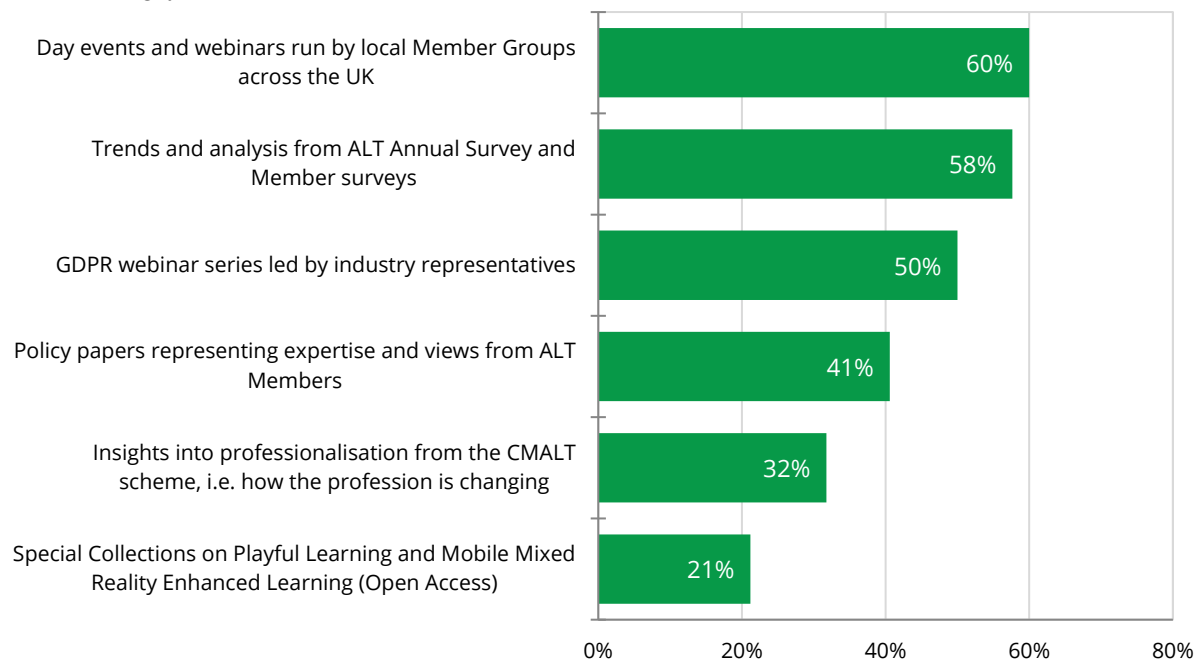
*Figure 2.10 Priority professional recognition and accreditation activities for 2019.*

## 2.3.2 Research, practice and policy

As part of the survey respondents were asked to indicate what ALT activities around research, practice and policy they were aware of. The data have been summarised in Figure 2.11 and ranked by the number of responses. Day events and webinars run by local Members Groups has good awareness with 60% of respondents aware of this activity. This was followed by analysis from the ALT Annual and Member surveys (58%) and the GDPR webinar series (50%) run in early 2018.

Respondents to the survey were also asked to identify the top priority around research, policy and practice for 2019. The responses to this question are summarised in Figure 2.12, which reveals that insights into professionalisation from the CMALT scheme is the top priority (25%) closely followed by day events/webinars run by local Member Groups (24%). Whilst there was low awareness of special journal collections published by ALT, this area was identified as the third highest with 20% of respondents identifying it as a priority. The area with the lowest responses was another GDPR webinar series (5%).

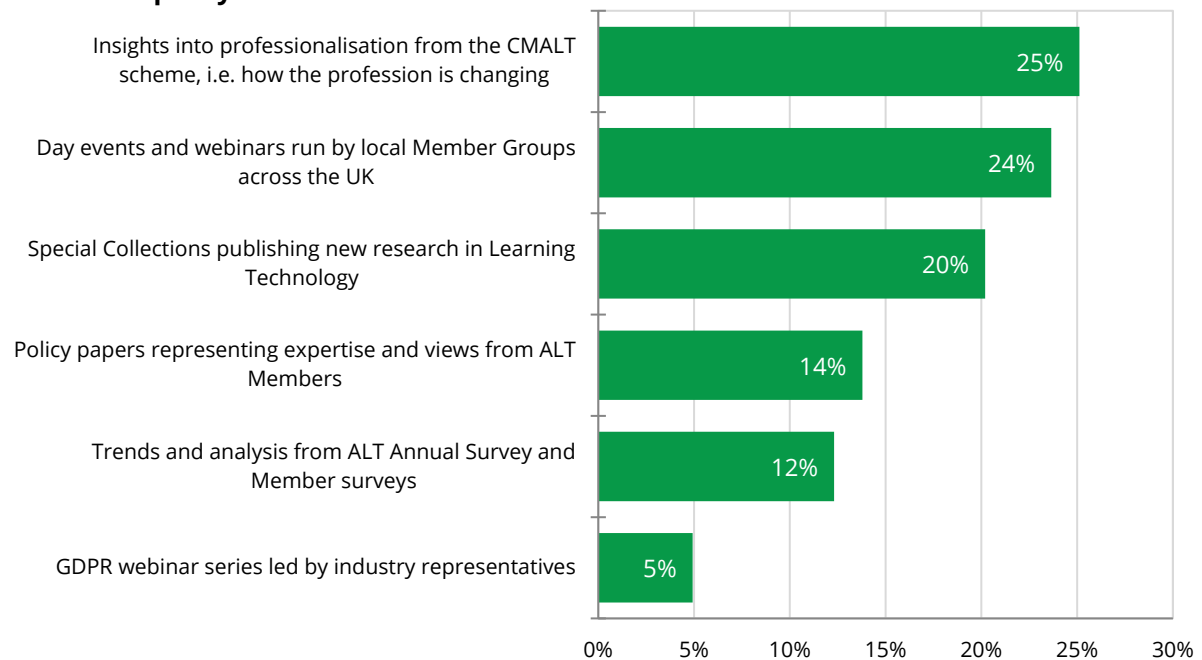
**6. Which developments for research, practice and policy are you aware of:**



Source: Association for Learning Technology (ALT) Annual Survey 2018

*Figure 2.11 Awareness of ALT activities around research, practice and policy.*

**7. If you had to choose one priority for 2019 in research, practice and policy it would be:**



Source: Association for Learning Technology (ALT) Annual Survey 2018

*Figure 2.12 Priorities for ALT activities in research, practice and policy in 2019.*

## 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 2017 which reveals similar profiles to respondents to this year's survey.



Source: Association for Learning Technology (ALT) Annual Survey 2018

Figure 2.13 Word frequency of respondent's job titles.



#### 2.4.1 ALT Membership

**8. Are you a member?**

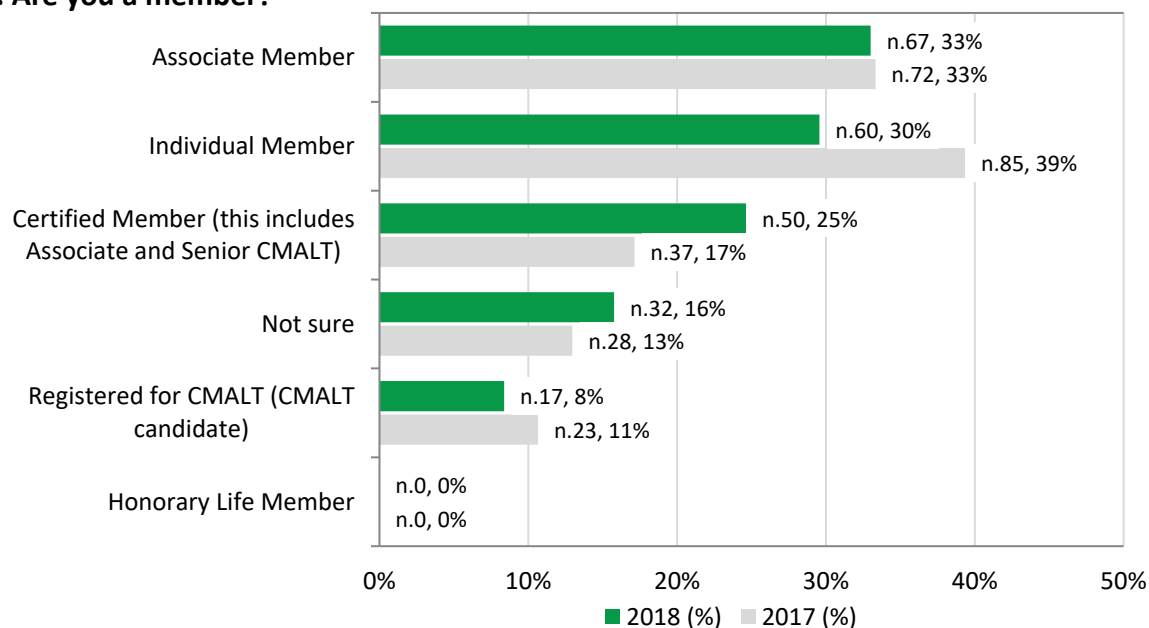


Figure 2.14 Graph of respondent's membership type

**9. ALT is important to me because...**



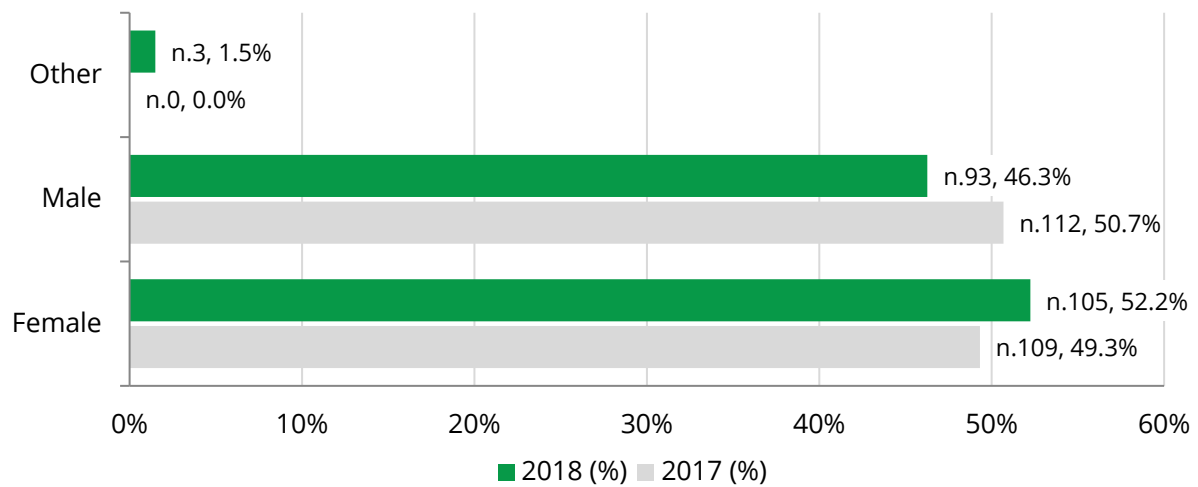
Source: Association for Learning Technology (ALT) Annual Survey 2018

Figure 2.15 Figure 2.14 Word cloud of responses to 'ALT is important to me because...'



## 2.4.2 Demographic

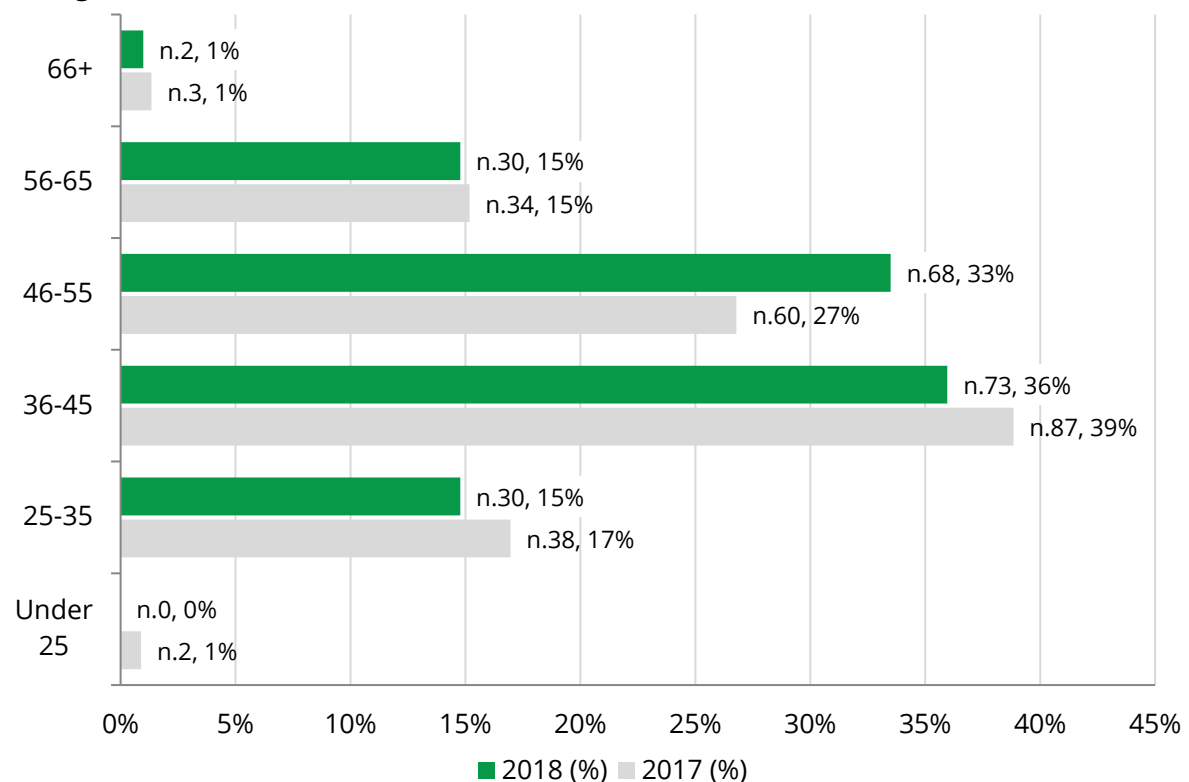
### 11. Gender



Source: Association for Learning Technology (ALT) Annual Survey 2018

Figure 2.16 Graph of respondent's indicated gender with a comparison to 2017.

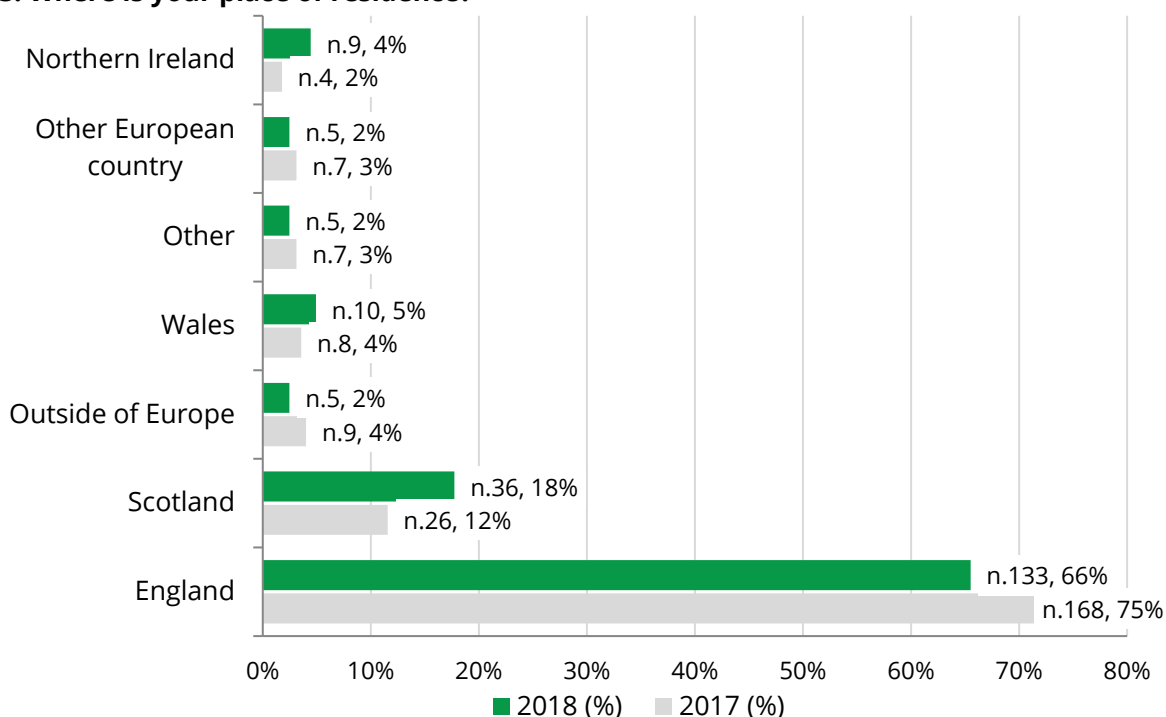
### 12. Age



Source: Association for Learning Technology (ALT) Annual Survey 2018

Figure 2.17 Graph of respondent's indicated age with a comparison to 2017.

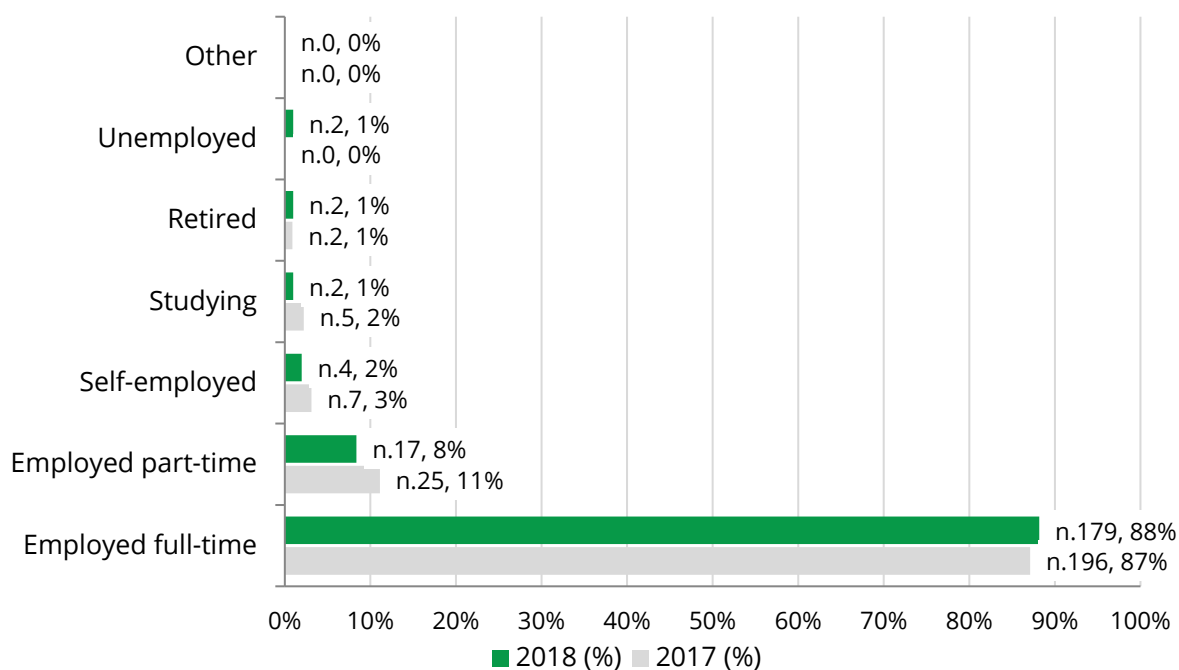
### 13. Where is your place of residence?



Source: Association for Learning Technology (ALT) Annual Survey 2018

Figure 2.18 Graph of respondent's indicated place of residence with a comparison to 2017.

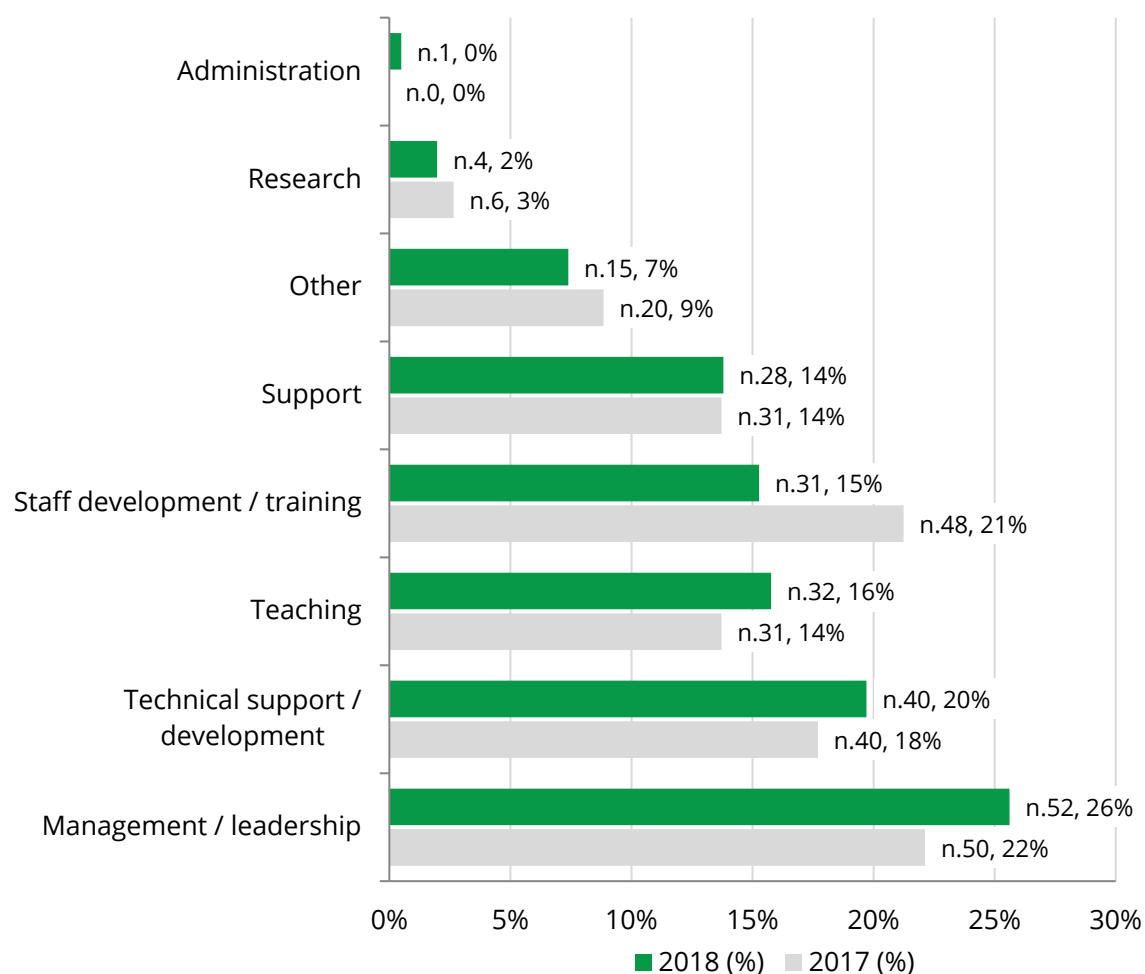
### 14. How would you describe your current employment?



Source: Association for Learning Technology (ALT) Annual Survey 2018

Figure 2.19 Graph of respondent's indicated employment status with comparison to 2017.

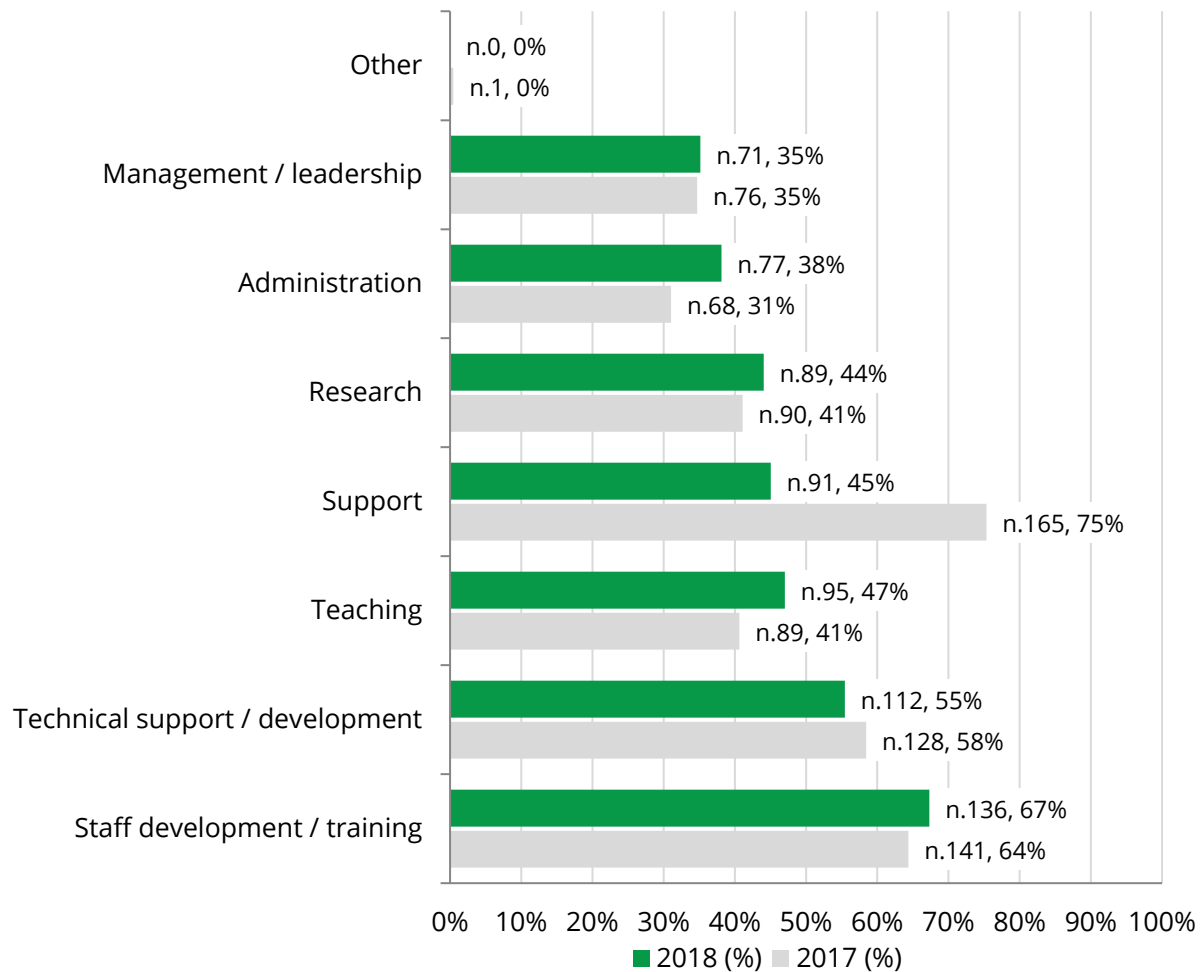
## 16. What is the primary function of your role?



Source: Association for Learning Technology (ALT) Annual Survey 2018

Figure 2.20 Graph of respondent's primary role with a comparison to 2017.

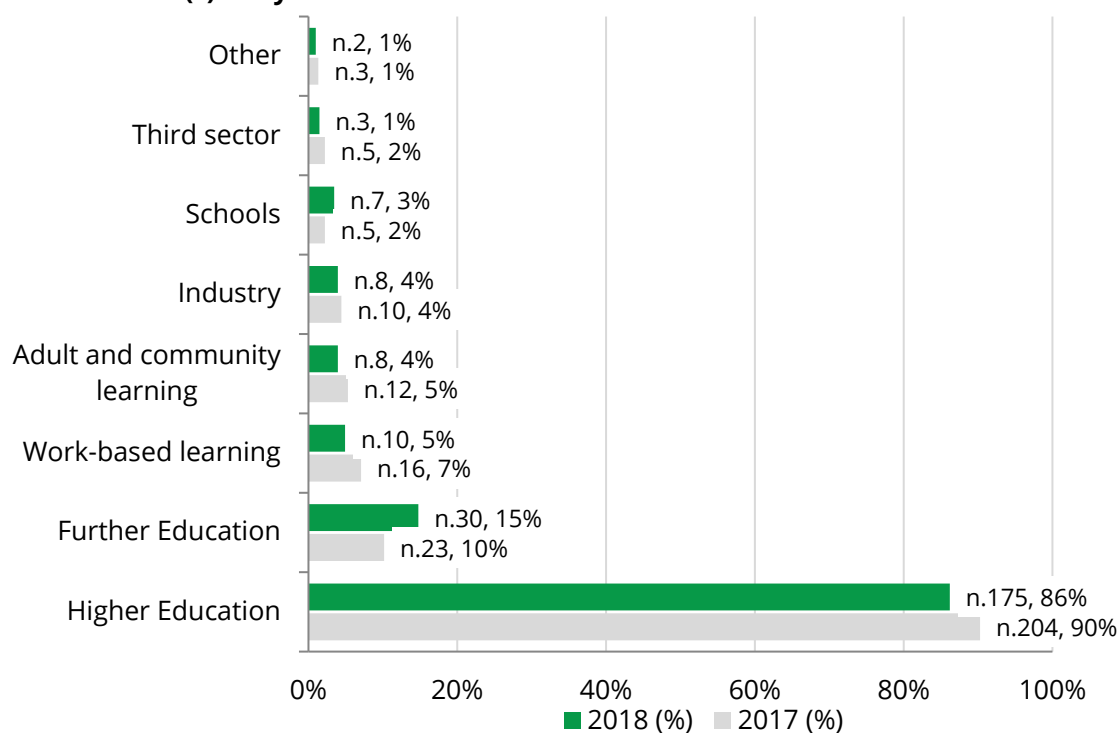
## 17. What are other functions of your role?



Source: Association for Learning Technology (ALT) Annual Survey 2018

Figure 2.21 Graph of respondent's secondary roles with a comparison to 2017.

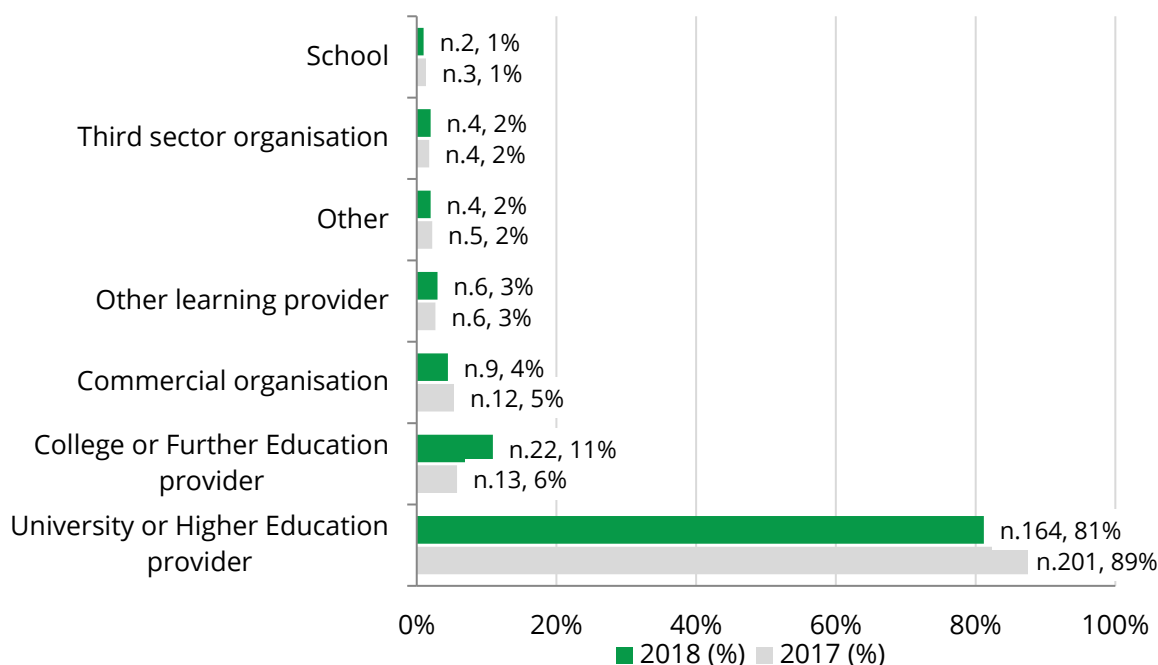
### 18. Which sector(s) are you based in?



Source: Association for Learning Technology (ALT) Annual Survey 2018

Figure 2.22 Graph of respondent's primary sector that they work in with a comparison to 2017.

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



Source: Association for Learning Technology (ALT) Annual Survey 2018

Figure 2.23 Graph of type of organisation respondent's work for with a comparison to 2017.

### 3 Appendix – Accessible Tables

**Table 3.1 Accessible version of changes in current important/very important areas (2014-2018)**

| Area  | 2014 | 2015 | 2016 | 2017 | 2018 | 2014/18<br>+/- | 2017/18<br>+/- |
|---|------|------|------|------|------|----------------|----------------|
| Lecture capture tools   | 41%  | 40%  | 45%  | 35%  | 55%  | 14%            | 20%            |
| Learning Space Design   |      |      |      | 35%  | 43%  | -              | 8%             |
| Assistive technologies  | 29%  | 18%  | 25%  | 33%  | 40%  | 11%            | 7%             |
| Digital repositories  | 41%  | 33%  | 35%  | 33%  | 40%  | -1%            | 7%             |
| Blended Learning  |      |      |      | 65%  | 71%  | -              | 6%             |
| ePortfolios   | 39%  | 35%  | 39%  | 37%  | 42%  | 3%             | 5%             |
| Plagiarism detection  |      | 53%  | 49%  | 52%  | 55%  | -              | 3%             |
| Data and Analytics (incl. Learning analytics)                     | 37%  | 40%  | 43%  | 47%  | 50%  | 13%            | 3%             |
| Content Management Systems and VLEs                               | 81%  | 81%  | 79%  | 80%  | 83%  | 2%             | 3%             |
| Collaborative tools (e.g. Google G Suite, Office365, Padlet etc.) | 50%  | 52%  | 60%  | 64%  | 66%  | 16%            | 2%             |
| Open Education (Practices, Policy & Resources)                    | 40%  | 36%  | 40%  | 36%  | 36%  | -4%            | 0%             |
| Game-based/playful learning                                       | 15%  | 14%  | 20%  | 23%  | 24%  | 9%             | 1%             |
| Web conferencing/virtual classroom software                       | 60%  | 56%  | 53%  | 60%  | 60%  | 0%             | 0%             |
| Digital and Open Badges   | 21%  | 15%  | 20%  | 20%  | 19%  | -2%            | -1%            |
| Blogs   | 44%  | 43%  | 39%  | 35%  | 34%  | -10%           | -1%            |
| Bring Your Own Device (BYOD) initiatives                          |      | 38%  | 36%  | 33%  | 32%  | -              | -1%            |
| Media production (e.g. podcasting, video interviews)              | 57%  | 53%  | 56%  | 57%  | 55%  | -2%            | -2%            |
| Augmented and Virtual Reality                                     |      |      |      | 22%  | 20%  | -              | -2%            |
| One-to-One Device initiatives                                     |      | 9%   | 8%   | 14%  | 12%  | 12%            | -2%            |
| Social networking (e.g. Twitter, Facebook, Google+)               | 59%  | 53%  | 51%  | 47%  | 44%  | -15%           | -3%            |
| Electronic assessment, submission & feedback tools                | 68%  | 69%  | 69%  | 75%  | 70%  | 2%             | -5%            |
| MOOCs, SPOCs, TOOCs etc.  | 39%  | 30%  | 29%  | 31%  | 25%  | -14%           | -6%            |

**Table 3.2 Accessible version of changes in future important/very important areas (2014-2018)**

| Area  | 2014 | 2015 | 2016 | 2017 | 2018 | 2014/<br>18 +/- | 2017/<br>18 +/- |
|---|------|------|------|------|------|-----------------|-----------------|
| ePortfolios   | 46%  | 43%  | 49%  | 43%  | 52%  | 6%              | 9%              |
| Assistive technologies  | 36%  | 28%  | 33%  | 41%  | 49%  | 13%             | 8%              |
| Plagiarism detection  |      |      | 48%  | 50%  | 55%  | -               | 5%              |
| Learning Space Design   |      |      |      | 41%  | 46%  | -               | 5%              |
| Blended Learning  |      |      |      | 69%  | 74%  | -               | 5%              |
| Web conferencing/virtual classroom software                       | 63%  | 59%  | 63%  | 62%  | 67%  | 4%              | 5%              |
| Open Education (Practices, Policy & Resources)                    | 50%  | 39%  | 44%  | 38%  | 41%  | -9%             | 3%              |
| Content Management Systems and VLEs                               | 80%  | 79%  | 80%  | 80%  | 83%  | 3%              | 3%              |
| Digital and Open Badges   | 34%  | 24%  | 30%  | 25%  | 27%  | -7%             | 2%              |
| Digital repositories  | 43%  | 41%  | 44%  | 42%  | 43%  | 0%              | 1%              |
| Lecture capture tools   | 48%  | 47%  | 52%  | 60%  | 61%  | 13%             | 1%              |
| Collaborative tools (e.g. Google G Suite, Office365, Padlet etc.) | 53%  | 57%  | 62%  | 66%  | 66%  | 13%             | 0%              |
| Electronic assessment, submission & feedback tools                | 71%  | 72%  | 74%  | 76%  | 75%  | 4%              | -1%             |
| Data and Analytics (incl. Learning Analytics)                     | 53%  | 58%  | 62%  | 62%  | 61%  | 8%              | -1%             |
| Bring Your Own Device (BYOD)                                      |      | 41%  | 47%  | 42%  | 41%  | -               | -1%             |
| Media production (e.g. podcasting, video interviews)              | 62%  | 60%  | 63%  | 63%  | 61%  | -1%             | -2%             |
| Game-based/playful learning                                       | 24%  | 21%  | 26%  | 30%  | 28%  | 4%              | -2%             |
| Augmented and Virtual Reality                                     |      |      |      | 29%  | 26%  | -               | -3%             |
| One-to-One Device initiatives                                     |      |      | 12%  | 18%  | 14%  | -               | -4%             |
| Blogs   | 43%  | 46%  | 42%  | 42%  | 36%  | -7%             | -6%             |
| Social networking (e.g. Twitter, Facebook, Google+)               | 56%  | 57%  | 50%  | 51%  | 45%  | -11%            | -6%             |
| MOOCs, SPOCs, TOOCs etc.  | 40%  | 35%  | 32%  | 35%  | 29%  | -11%            | -6%             |

**Table 3.3 Accessible version of difference in percentage of important/very important responses for future and current practice in surveys from 2014-2018**

| Area  | 2014  | 2015  | 2016  | 2017  | 2018  |
|---|-------|-------|-------|-------|-------|
| Data and Analytics (incl. Learning analytics)                     | 16.9% | 17.3% | 18.9% | 14.6% | 10.8% |
| ePortfolios   | 7.2%  | 8.2%  | 9.1%  | 6.2%  | 9.9%  |
| Assistive technologies  | 6.8%  | 9.7%  | 8.1%  | 8.4%  | 9.4%  |
| Bring Your Own Device (BYOD) initiatives                          |       | 3.1%  | 11.0% | 9.3%  | 9.4%  |
| Digital and Open Badges   | 12.4% | 9.7%  | 10.0% | 4.9%  | 7.9%  |
| Web conferencing/virtual classroom software                       | 3.6%  | 3.1%  | 10.4% | 2.2%  | 6.9%  |
| Media production (e.g. podcasting, video interviews)              | 5.6%  | 7.1%  | 6.8%  | 6.2%  | 5.9%  |
| Augmented and Virtual Reality                                     |       |       |       | 6.6%  | 5.9%  |
| Lecture capture tools   | 7.2%  | 7.1%  | 7.9%  | 4.4%  | 5.4%  |
| Electronic assessment, submission & feedback tools                | 2.8%  | 3.1%  | 4.5%  | 0.4%  | 4.9%  |
| Open Education (Practices, Policy & Resources)                    | 10.4% | 3.1%  | 3.8%  | 1.8%  | 4.4%  |
| Game-based/playful learning                                       | 9.2%  | 7.1%  | 6.4%  | 6.6%  | 3.9%  |
| Digital repositories  | 2.4%  | 7.7%  | 8.6%  | 8.4%  | 3.4%  |
| Learning Space Design   |       |       |       | 5.8%  | 3.4%  |
| MOOCs, SPOCs, TOOCs etc.  | 1.6%  | 5.6%  | 2.8%  | 4.9%  | 3.4%  |
| One-to-One Device initiatives                                     |       |       | 4.6%  | 4.0%  | 2.5%  |
| Blended Learning  |       |       |       | 3.5%  | 2.5%  |
| Blogs   | -1.2% | 2.6%  | 3.3%  | 6.2%  | 2.0%  |
| Social networking (e.g. Twitter, Facebook, Google+)               | -3.2% | 3.6%  | -1.0% | 4.4%  | 1.5%  |
| Plagiarism detection  |       |       | -0.6% | -2.2% | 0.5%  |
| Content Management Systems and VLEs                               | -1.2% | -2.6% | 1.0%  | 0.4%  | 0.5%  |
| Collaborative tools (e.g. Google G Suite, Office365, Padlet etc.) | 2.8%  | 4.6%  | 3.2%  | 2.7%  | 0.5%  |



**Table 3.4 Accessible version of changes in agree/strongly agree responses to learning technology enablers and drivers (2014-2018)**

| Area                               | 2014 | 2015 | 2016 | 2017 | 2018 | 2014/<br>18 +/- | 2017/<br>18 +/- |
|------------------------------------|------|------|------|------|------|-----------------|-----------------|
| Engagement from students/learners  | 73%  | 76%  | 79%  | 76%  | 83%  | 10%             | 7%              |
| Dedicated time                     | 65%  | 61%  | 69%  | 65%  | 73%  | 8%              | 8%              |
| Staff development opportunities    | 55%  | 62%  | 67%  | 69%  | 70%  | 15%             | 2%              |
| Colleagues' commitment             | 67%  | 64%  | 72%  | 72%  | 69%  | 2%              | -3%             |
| Colleagues' knowledge/expertise    | 71%  | 71%  | 72%  | 68%  | 68%  | -2%             | 1%              |
| Strategy and leadership            | 62%  | 56%  | 64%  | 64%  | 67%  | 5%              | 3%              |
| Institutional culture              | 63%  | 63%  | 62%  | 64%  | 63%  | 0%              | -1%             |
| Existing infrastructure            | 49%  | 53%  | 52%  | 54%  | 60%  | 11%             | 6%              |
| Recognition for career development | 45%  | 46%  | 50%  | 56%  | 59%  | 14%             | 3%              |
| Support staff                      | 55%  | 58%  | 56%  | 62%  | 58%  | 3%              | -4%             |
| Organisational structure           | 47%  | 43%  | 49%  | 50%  | 54%  | 7%              | 4%              |
| Professional incentives            | 32%  | 38%  | 37%  | 46%  | 47%  | 16%             | 1%              |
| Changing administrative processes  | 39%  | 43%  | 44%  | 46%  | 47%  | 7%              | 1%              |

## 4 Appendix – ALT Annual Survey 2018

# ALT Annual Survey 2018 - have your say

Welcome to the ALT Annual Survey 2018. 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 10 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.

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

\*Required

*Skip to question 1.*

## 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            |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| MOOCs, SPOCs, TOOCs etc.  | <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"/> |
| Collaborative tools (e.g. Google G Suite, Office365, Padlet etc.) | <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"/> |
| Electronic assessment, submission & feedback tools                | <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"/> |
| Blogs   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Game-based/playful learning                                       | <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"/> |
| Digital repositories  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learning Space Design   | <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"/> |
| Bring Your Own Device (BYOD) initiatives                          | <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"/> |
| One-to-One Device initiatives                                     | <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"/> |
| Augmented and Virtual Reality                                     | <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"/> |
| 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"/> |
| Blended Learning  | <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"/> |

## 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            |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Game-based/playful learning                                       | <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"/> |
| ePortfolios   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Augmented and Virtual Reality                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Blended Learning  | <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"/> |
| Digital and Open Badges   | <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"/> |
| Lecture capture tools   | <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"/> |
| Digital repositories  | <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"/> |
| 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"/> |
| Learning Space Design   | <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"/> |
| Blogs   | <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 G Suite, Office365, Padlet 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"/> |
| Assistive technologies  | <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"/> |
| One-to-One Device initiatives                                     | <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?

---

## Our priorities for 2019

In this section of the survey we invite you to help inform how we what we focus on in the coming year:

### 5. 4. New developments to enhance professional recognition and accreditation

Please tell us which of these developments from 2018 you are aware of:

Tick all that apply.

- ☐ Associate CMALT pilot: for early career professionals and those for whom it is a smaller part of their role
- ☐ Senior CMALT pilot: for advanced professionals whose role includes management/leadership or research focus
- ☐ New mappings of CMALT to frameworks like UKPSF, Jisc' Digital Capabilities framework, Blended Learning curriculum
- ☐ Expanded Open Register of CMALT portfolios, providing examples from across sectors and job roles
- ☐ Enhanced support for CMALT candidates and assessors

**6. 5. If you had to choose one priority for 2019, it would be: \***

*Mark only one oval.*

- ☐ Associate CMALT accreditation: for early career professionals and those for whom it is a smaller part of their role
- ☐ Senior CMALT accreditation: for advanced professionals whose role includes management/leadership or research focus
- ☐ More mapping of CMALT to frameworks like QTLS, SEDA PSF, institutional frameworks or other
- ☐ More portfolios added to the Open Register of CMALT portfolios, providing examples from across sectors and job roles
- ☐ Enhanced support for CMALT candidates and assessors

**7. 6. Recent developments for research, practice and policy**

Please tell us which of these developments you are aware of:

*Tick all that apply.*

- ☐ Special Collections on Playful Learning and Mobile Mixed Reality Enhanced Learning (Open Access)
- ☐ GDPR webinar series led by industry representatives
- ☐ Day events and webinars run by local Member Groups across the UK
- ☐ Policy papers representing expertise and views from ALT Members
- ☐ Trends and analysis from ALT Annual Survey and Member surveys
- ☐ Insights into professionalisation from the CMALT scheme, i.e. how the profession is changing

**8. 7. If you had to choose one priority for 2019, it would be: \***

*Mark only one oval.*

- ☐ Special Collections publishing new research in Learning Technology
- ☐ GDPR webinar series led by industry representatives
- ☐ Day events and webinars run by local Member Groups across the UK
- ☐ Policy papers representing expertise and views from ALT Members
- ☐ Trends and analysis from ALT Annual Survey and Member surveys
- ☐ Insights into professionalisation from the CMALT scheme, i.e. how the profession is changing

**9. 8. Are you a member? \***

Select all that apply.

*Tick all that apply.*

- ☐ Individual Member
- ☐ Certified Member (this includes Associate and Senior CMALT)
- ☐ Associate Member
- ☐ Honorary Life Member
- ☐ Registered for CMALT (CMALT candidate)
- ☐ Not sure

10. **9. ALT is important to me because...**

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.

---

---

---

---

---

11. **10. Not yet a member?**

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

12. **11. Gender**

*Tick all that apply.*

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

13. **12. Age**

*Tick all that apply.*

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

14. **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



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

*Tick all that apply.*

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

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

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

\_\_\_\_\_

**17. 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: \_\_\_\_\_

**18. 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: \_\_\_\_\_

**19. 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: \_\_\_\_\_

**20. 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: \_\_\_\_\_

**21. Privacy Policy \***

All data submitted via this survey will be analysed and shared openly in anonymised form and handled in accordance with the ALT Privacy Policy.

*Tick all that apply.*

- ☐ I permit my anonymised responses to be shared and have read/accept the Privacy Policy - <https://www.alt.ac.uk/privacy-policy>.

---

Powered by

