

SURVEY REPORT

DIGITALLY ENHANCED LEARNING AND TEACHING IN EUROPEAN HIGHER EDUCATION INSTITUTIONS

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February 2021

** OTHER ** = 4

Q2: Please select your country and institution from the drop-down menu.

n=368

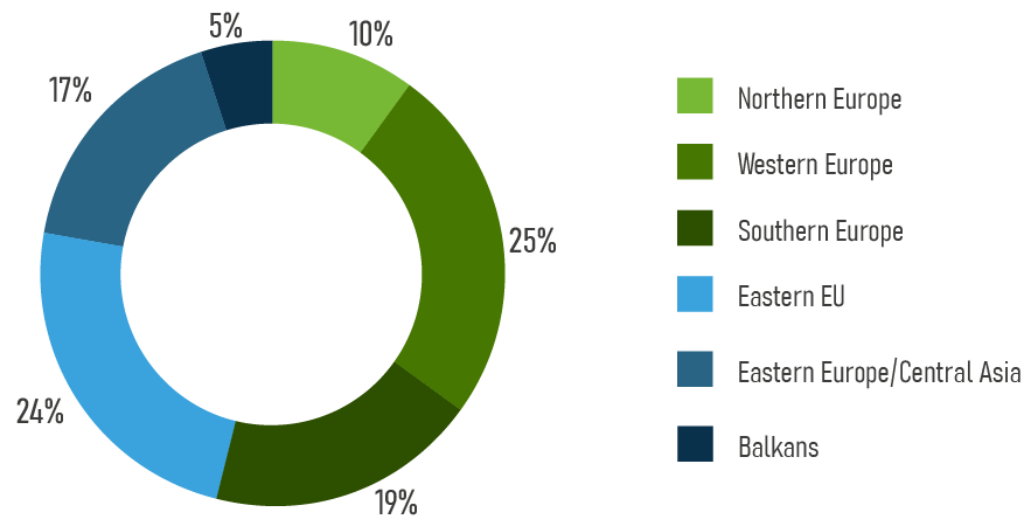


Categorisation of countries per region

CATEGORISATION OF COUNTRIES PER REGION					
Northern Europe	Western Europe	Southern Europe	Eastern EU	Eastern Europe/Central Asia	Balkans
Denmark	Austria	Andorra	Bulgaria	Armenia	Albania
Estonia	Belgium	Cyprus	Croatia	Azerbaijan	Bosnia and Herzegovina
Finland	France	Greece	Czech Republic	Belarus	Montenegro
Iceland	Germany	Italy	Hungary	Georgia	North Macedonia
Latvia	Ireland	Malta	Poland	Kazakhstan	Serbia
Lithuania	Liechtenstein	Portugal	Romania	Republic of Moldova	
Norway	Luxembourg	Spain	Slovakia	Russian Federation	
Sweden	The Netherlands	Vatican City State (Holy See)	Slovenia	Turkey	
	Switzerland			Ukraine	
	United Kingdom				

Categorisation of countries per region

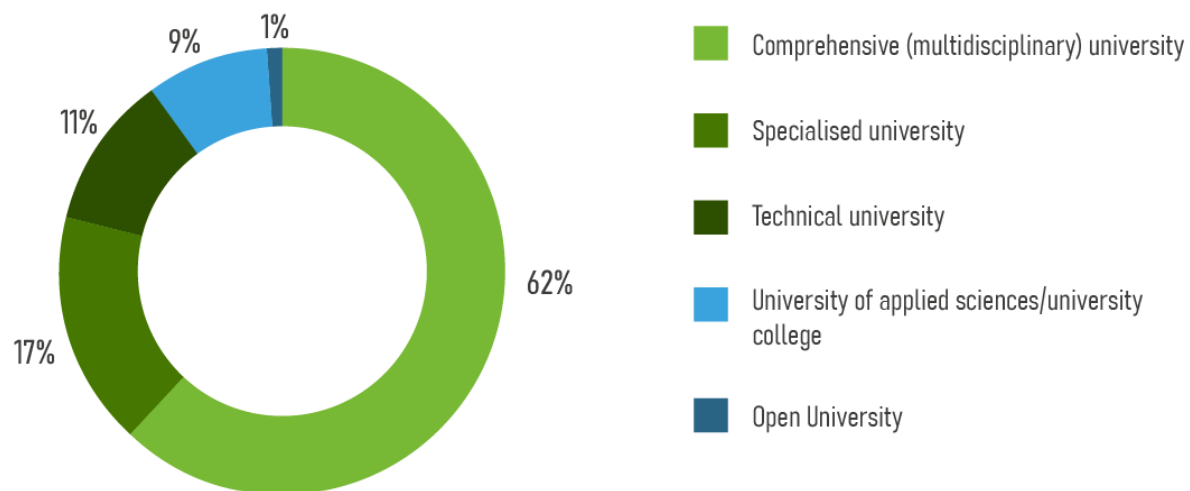
Responses per region



Regional breakdown of responses

n=368

Type of institution

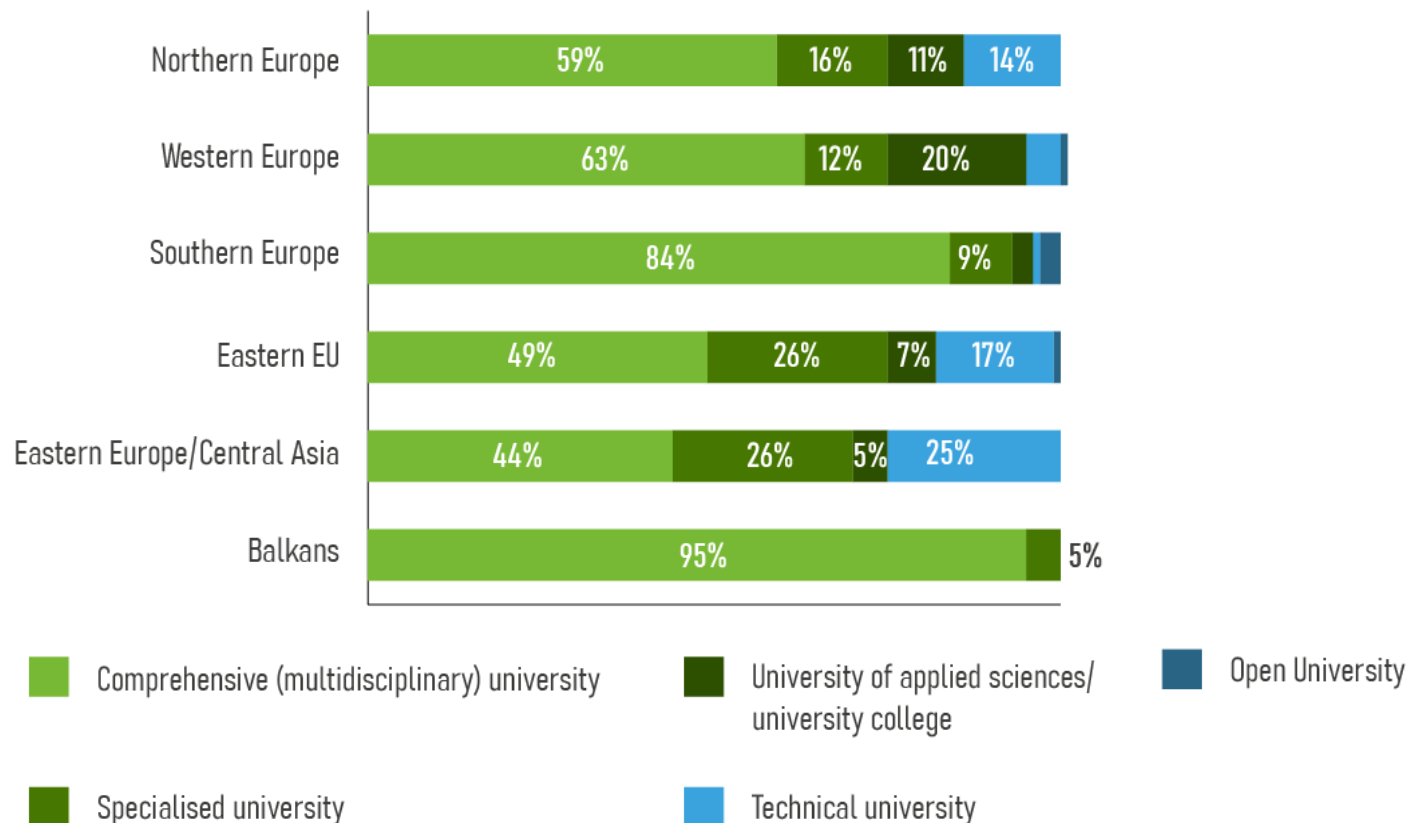


Q3: Please indicate the type of institution.

n=361

Digitally enhanced learning and teaching in European higher education institutions

Type of institution per region



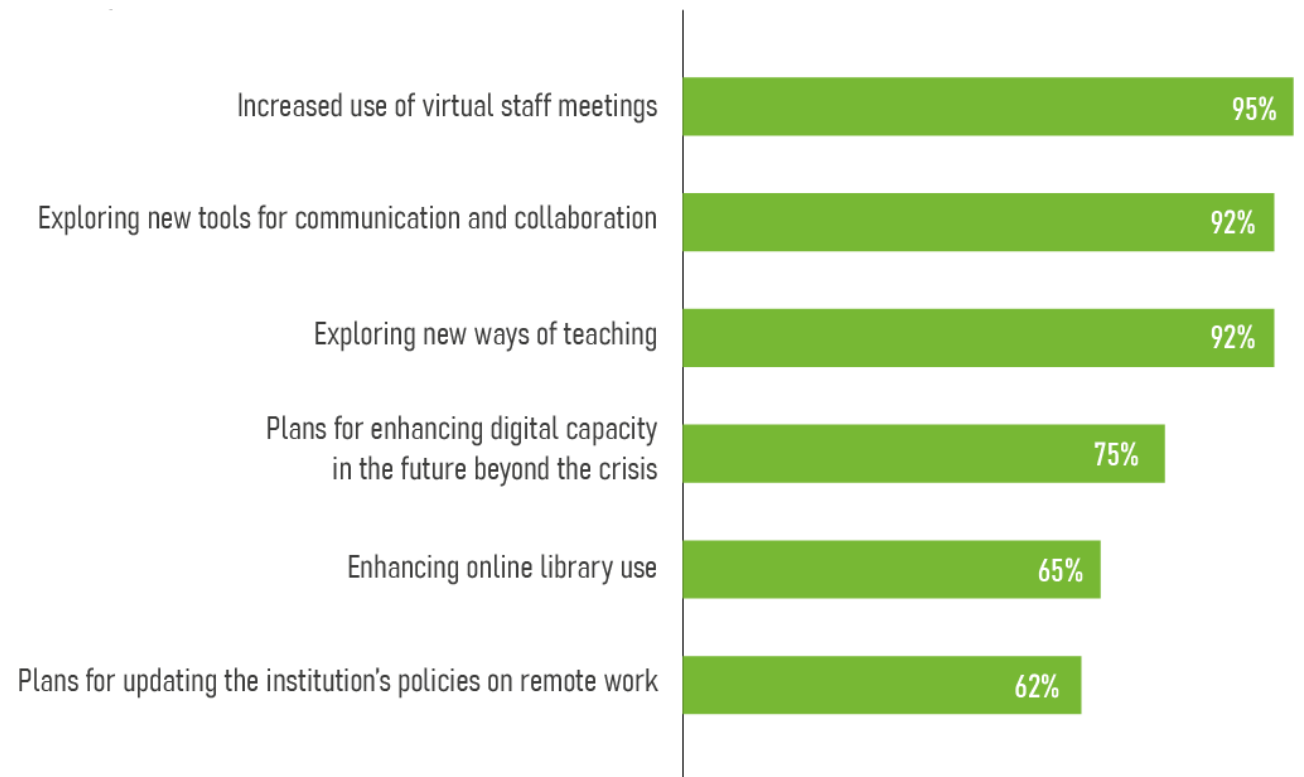
Type of HEI per region

n=368

Changes due to Covid-19

SURVEY REPORT

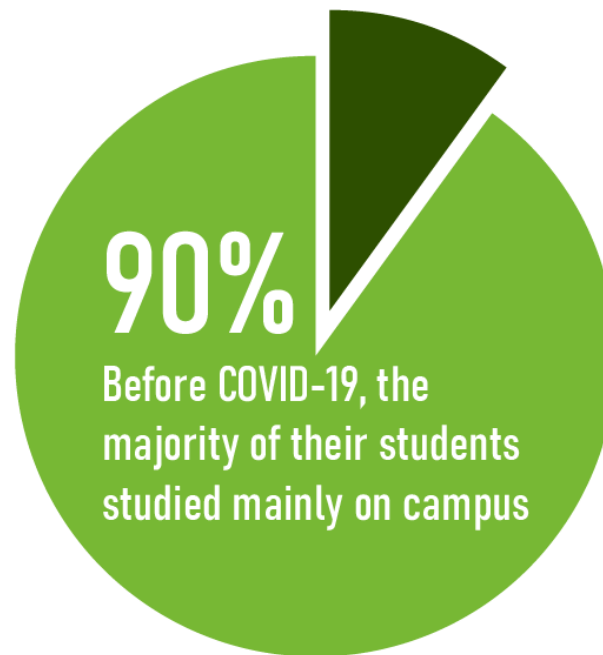
Digitally enhanced learning and teaching in European higher education institutions



Q5: Has the Covid-19 crisis led to other changes at your institution? (Please choose all applicable options)

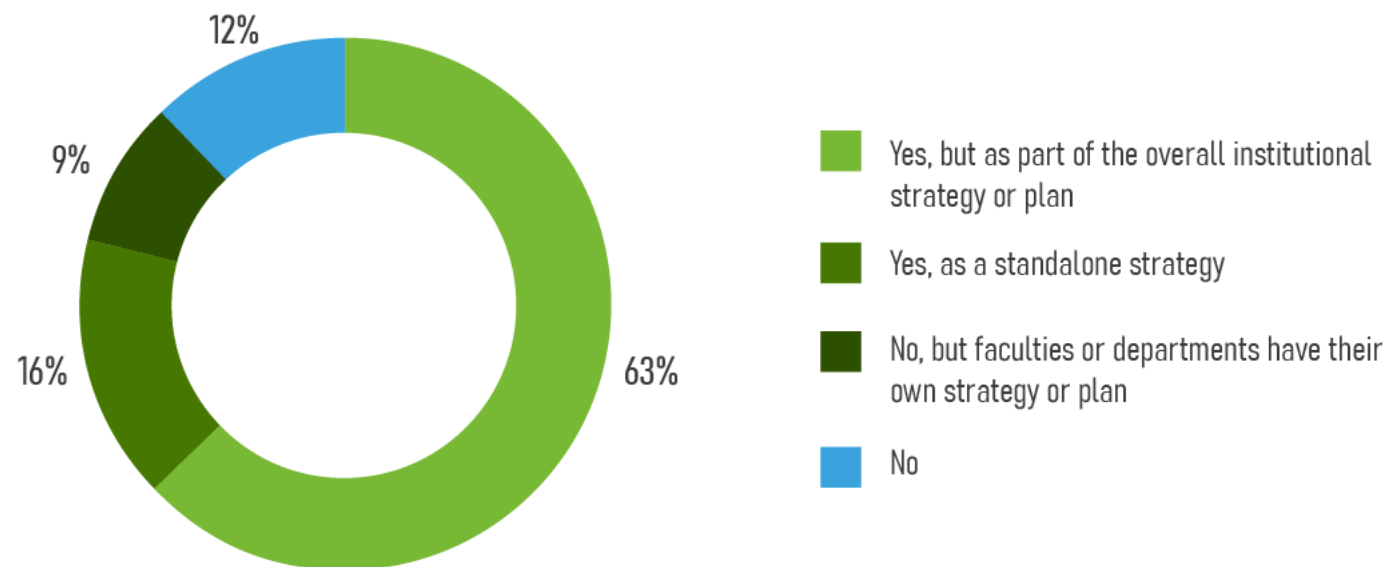
n=367

Percentage
of students
studying mainly
on campus before
the Covid-19
pandemic



Q6: Before the Covid crisis, what was the estimated number of students that studied in the following modes? (Mainly on campus)
n=368

Institutional strategies for the digitalisation of learning and teaching



Q7: Does your institution have a strategy for the digitalisation of learning and teaching?

n=360

LONGITUDINAL DATA

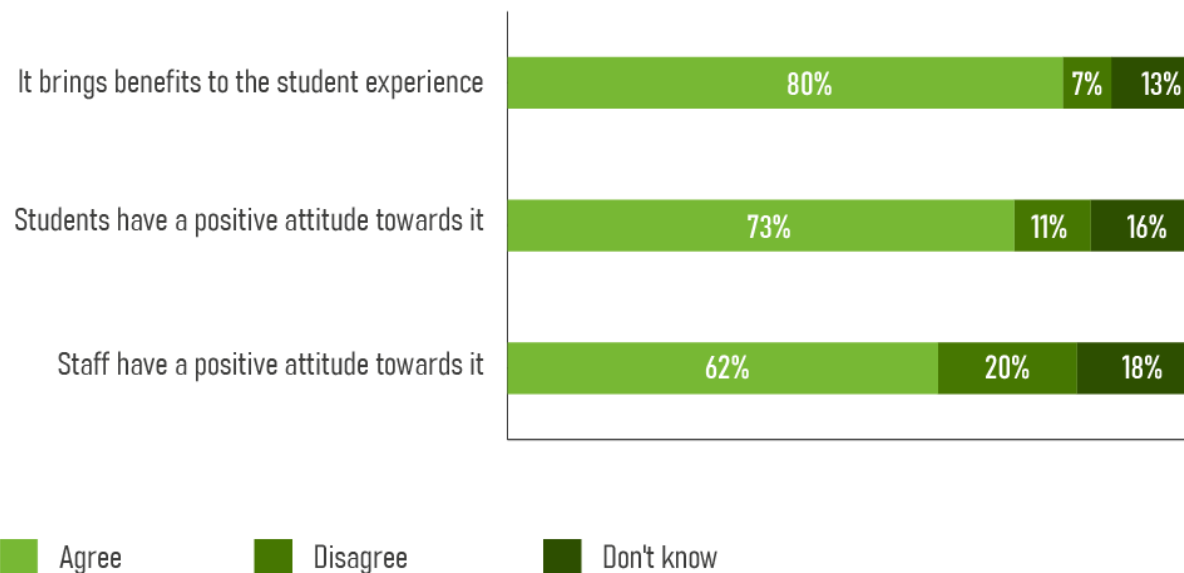
Strategies for digitally enhanced learning and teaching in 2014 & 2020

STRATEGIES FOR DELT IN 2014 & 2020		
	2014 Does your institution have a strategy or policy regarding e-learning?	2020 Does your institution have a strategy for the digitalisation of learning and teaching?
Yes, we have an institutional strategy in place	49%	63%
Yes, standalone strategy	N/A	16%
No, but policies/strategies at department/faculty level	14%	9%
No, but it is under development	26%	N/A
No	5%	12%
Other	5%	N/A

2014 E-learning Study- Q4: Does your institution have a strategy or policy regarding e-learning? n=246; 2020 Survey on Digitally Enhanced Learning and Teaching in European Higher Education Institutions- Q7: Does your institution have a strategy for the digitalisation of learning and teaching? n=360

Digitally enhanced learning and teaching in European higher education institutions

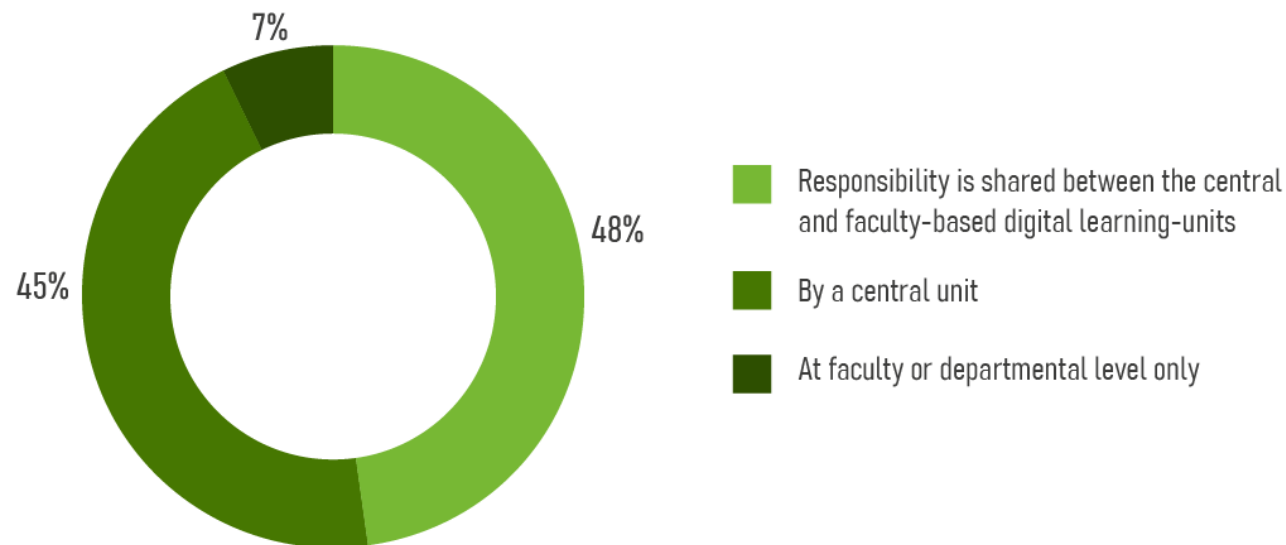
Position towards digitally enhanced learning and teaching



Q8: How would you describe your institution's position towards digitally enhanced learning and teaching?

n=364

Support for the development of digitally enhanced learning



Q9: How does your institution support the development of digitally enhanced learning?

n=363

LONGITUDINAL DATA

Responsibility for digitally enhanced learning and teaching in 2014 & 2020

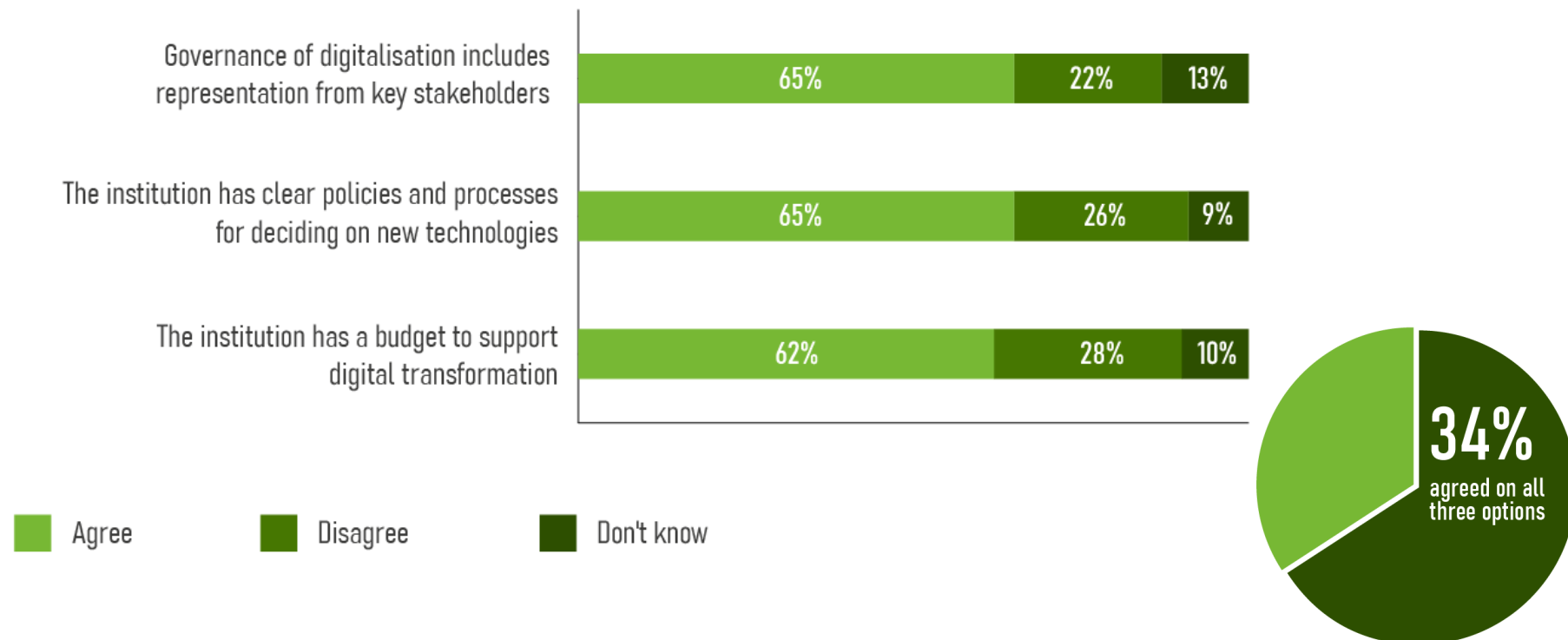
RESPONSABILITY FOR DELT IN 2014 & 2020		
	2014 How is e-learning managed and organised at your institution?	2020 How does your institution support the development of digitally enhanced learning?
Shared between central and faculty-based digital learning units	40%	EHEA Average 48% Sweden 88% Switzerland 86 % Slovakia 86% Romania 80%
Central unit	35%	EHEA Average 45% Austria 88% Turkey 80% Germany 67%
Faculty or departmental level only	12%	EHEA Average 7% Georgia 30% Czech Republic 23%

2014 E-learning Study- Q9: How is e-learning managed and organised at your institution? n=247; 2020 Survey on Digitally Enhanced Learning and Teaching in European Higher Education Institutions- Q9: How does your institution support the development of digitally enhanced learning? n=363

Policies, participation and funding for DELT

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Digitally enhanced learning and teaching in European higher education institutions

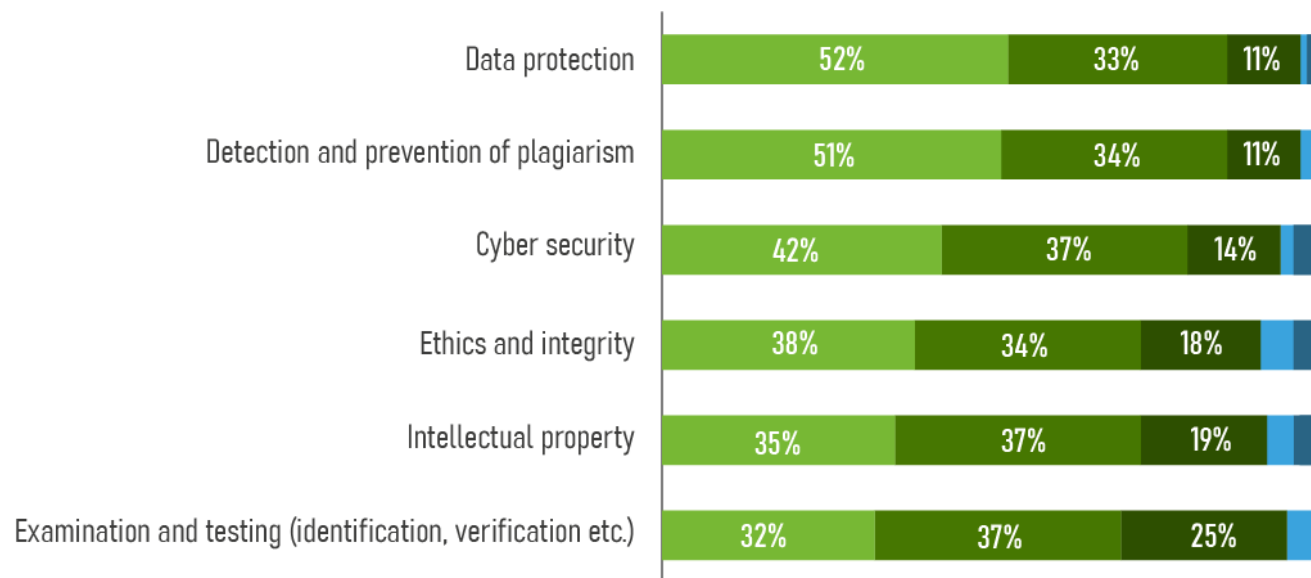


Q10: Do you agree or disagree with the following statements? (please select one option for each item)
n=368

Embedding digitally enhanced learning in policies and measures

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Digitally enhanced learning and teaching in European higher education institutions



Yes



Yes, but to be improved



Under development



I do not know

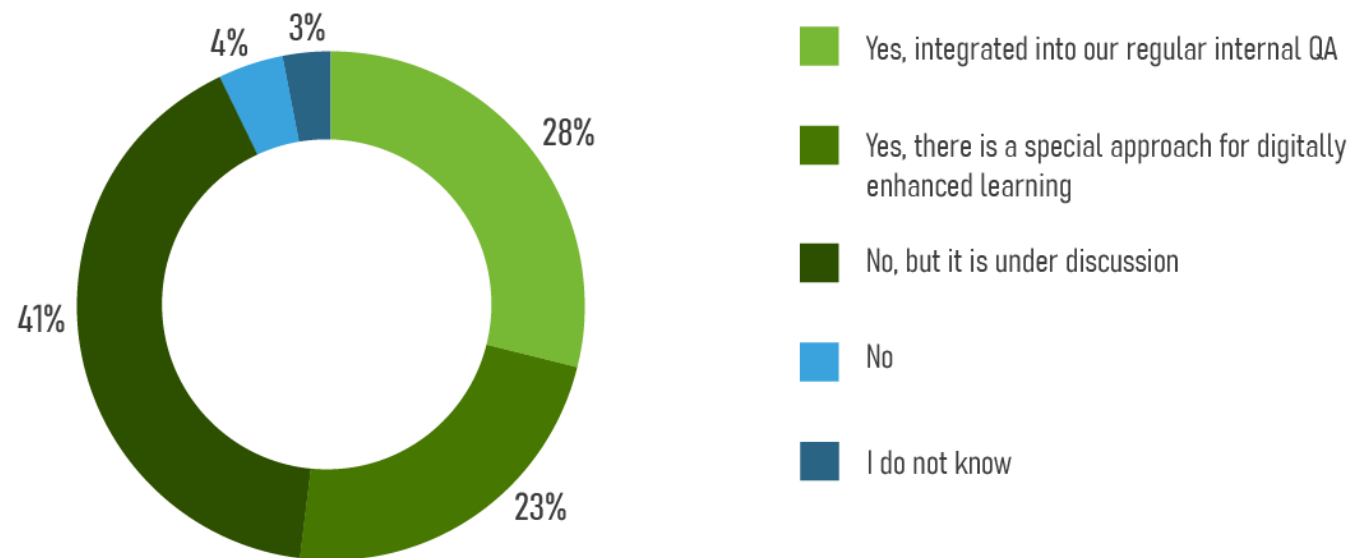


No

Q11: Is digitally enhanced learning taken into account in your policies and measures for: (please select one option for each item)

n=366

Digitalisation and internal quality assurance processes



Q12: Is digitally enhanced learning considered in the internal quality assurance process at your institution? (please select just one option)

n=366

LONGITUDINAL DATA

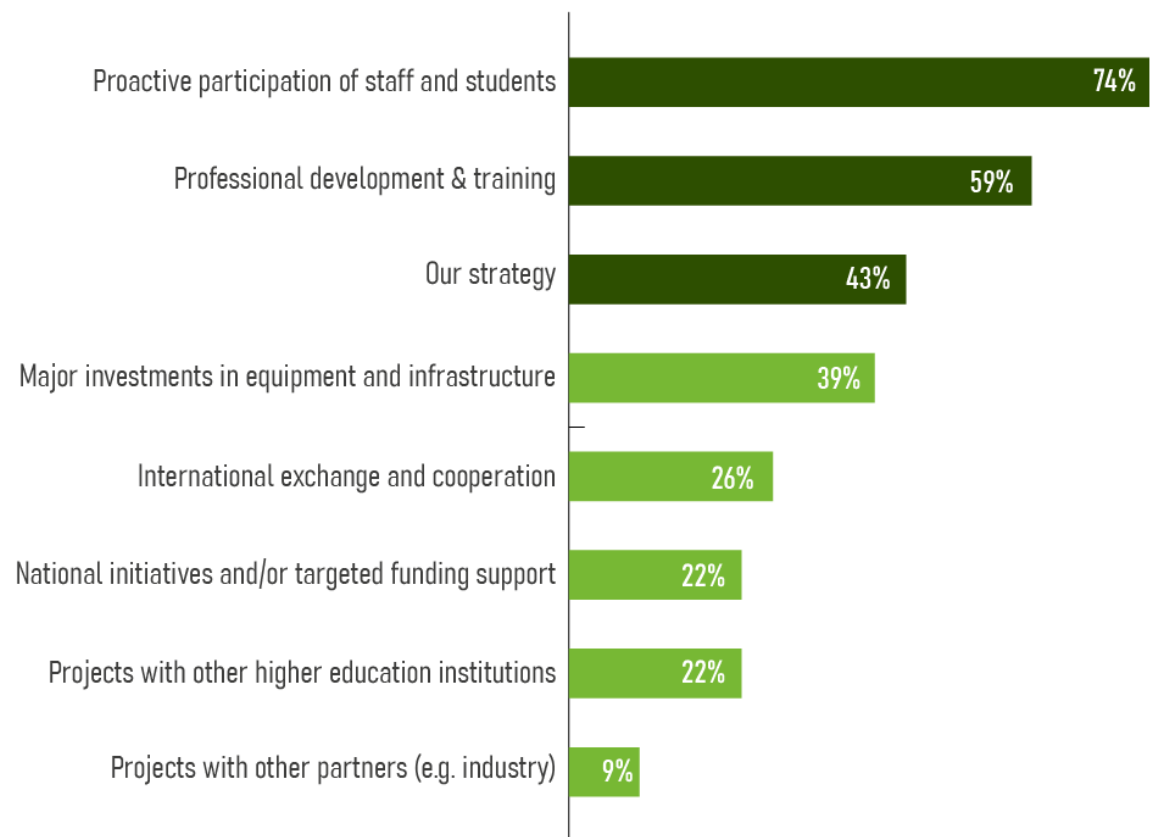
Digitalisation and internal quality assurance processes in 2014 & 2020

DIGITALISATION AND INTERNAL QUALITY ASSURANCE PROCESSES IN 2014 & 2020		
	2014 Has there been any special consideration of e-learning for internal quality assurance procedures at your institution?	2020 Is digitally enhanced learning considered in the internal quality assurance processes at your institution?
Yes (included in regular QA processes or special approach)	29%	51%
It is under development	35%	41%
No	28%	4%

Comparison of data on internal quality assurance from 2014 E-learning Study (Q13: Has there been any special consideration of e-learning for internal quality assurance procedures at your institution? n=245) and from 2020 Survey on Digitally Enhanced Learning and Teaching in European Higher Education Institutions (Q12: Is digitally enhanced learning considered in the internal quality assurance processes at your institution? n=366)

Digitally enhanced learning and teaching in European higher education institutions

Top three enablers of digitally enhanced learning and teaching

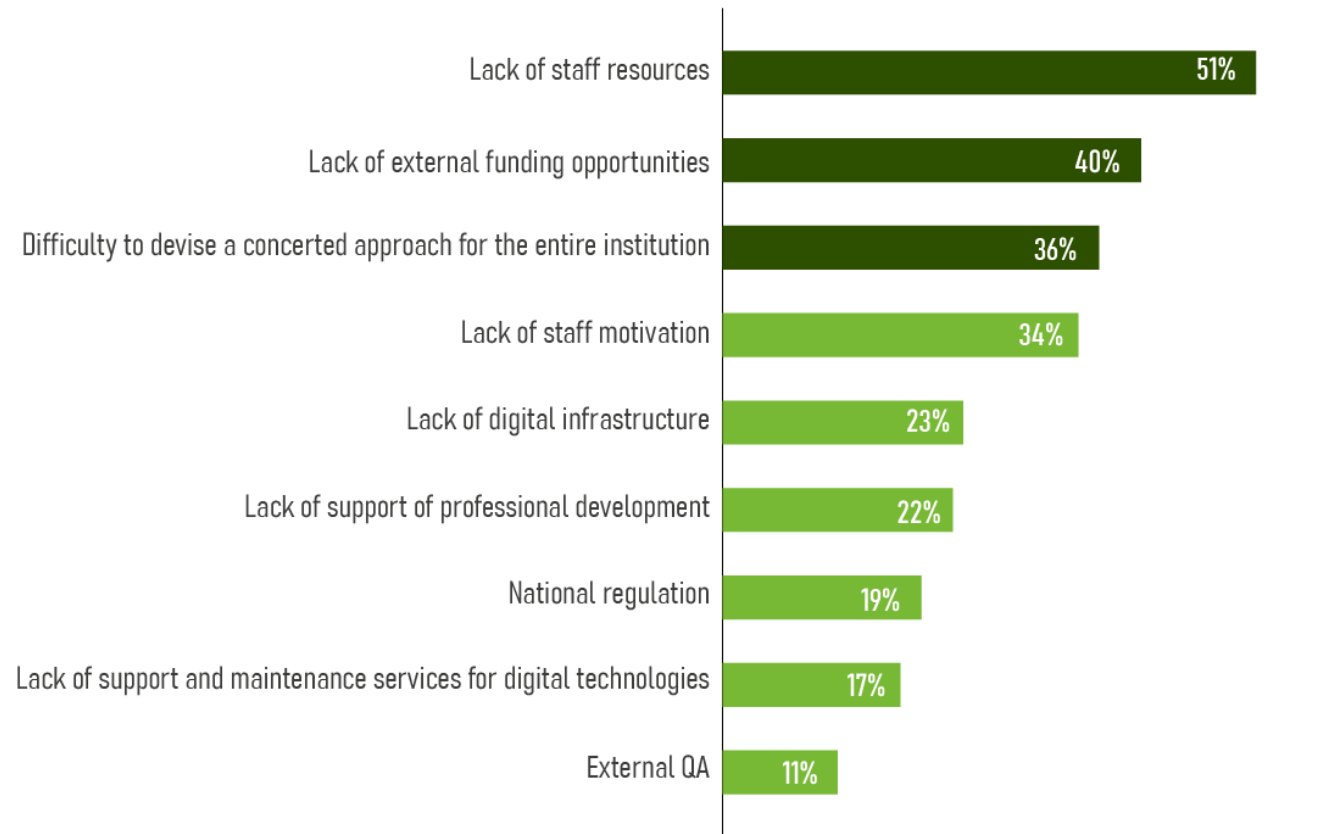


Q13: What are the top 3 enablers of digitally enhanced learning and teaching at your institution? (please select your top three choices)

n=368

Digitally enhanced learning and teaching in European higher education institutions

Top three barriers to digitally enhanced learning and teaching



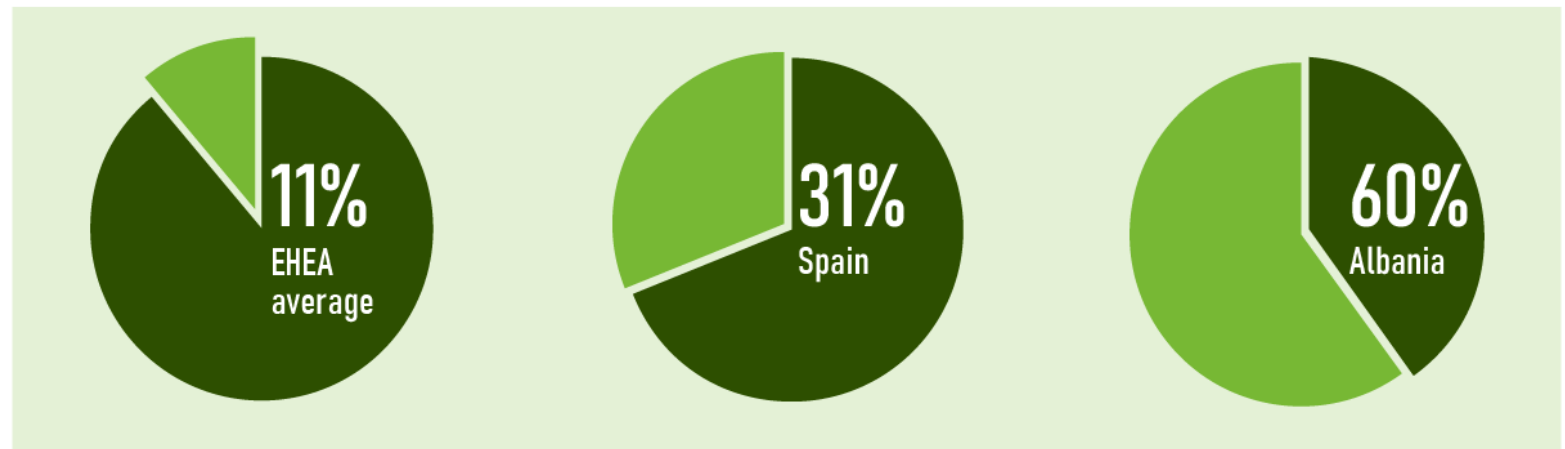
Q14: What are the top 3 barriers to digitally enhanced learning and teaching at your institution? (please select your top three choices)

n=368

COUNTRY-SPECIFIC
DATA

External QA
as one of the
top three
barriers to
digitally
enhanced
learning and
teaching

EXTERNAL QA AS ONE OF THE TOP THREE BARRIERS TO DIGITALLY ENHANCED LEARNING AND TEACHING



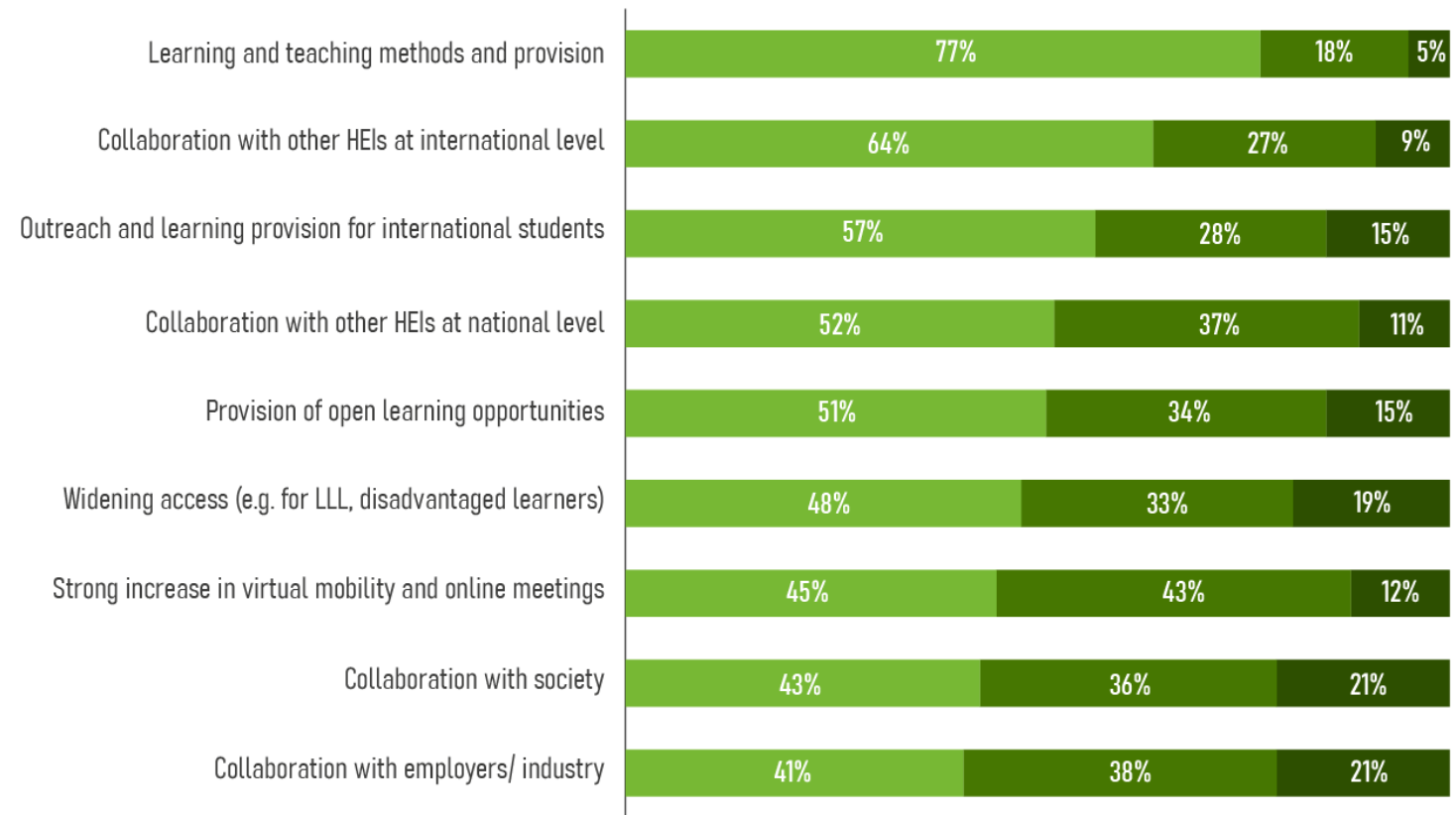
Q14: What are the top three barriers to digitally enhanced learning and teaching at your institution?
(option- External QA)

n=368

Digitalisation and transformation over the past five years

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Digitally enhanced learning and teaching in European higher education institutions



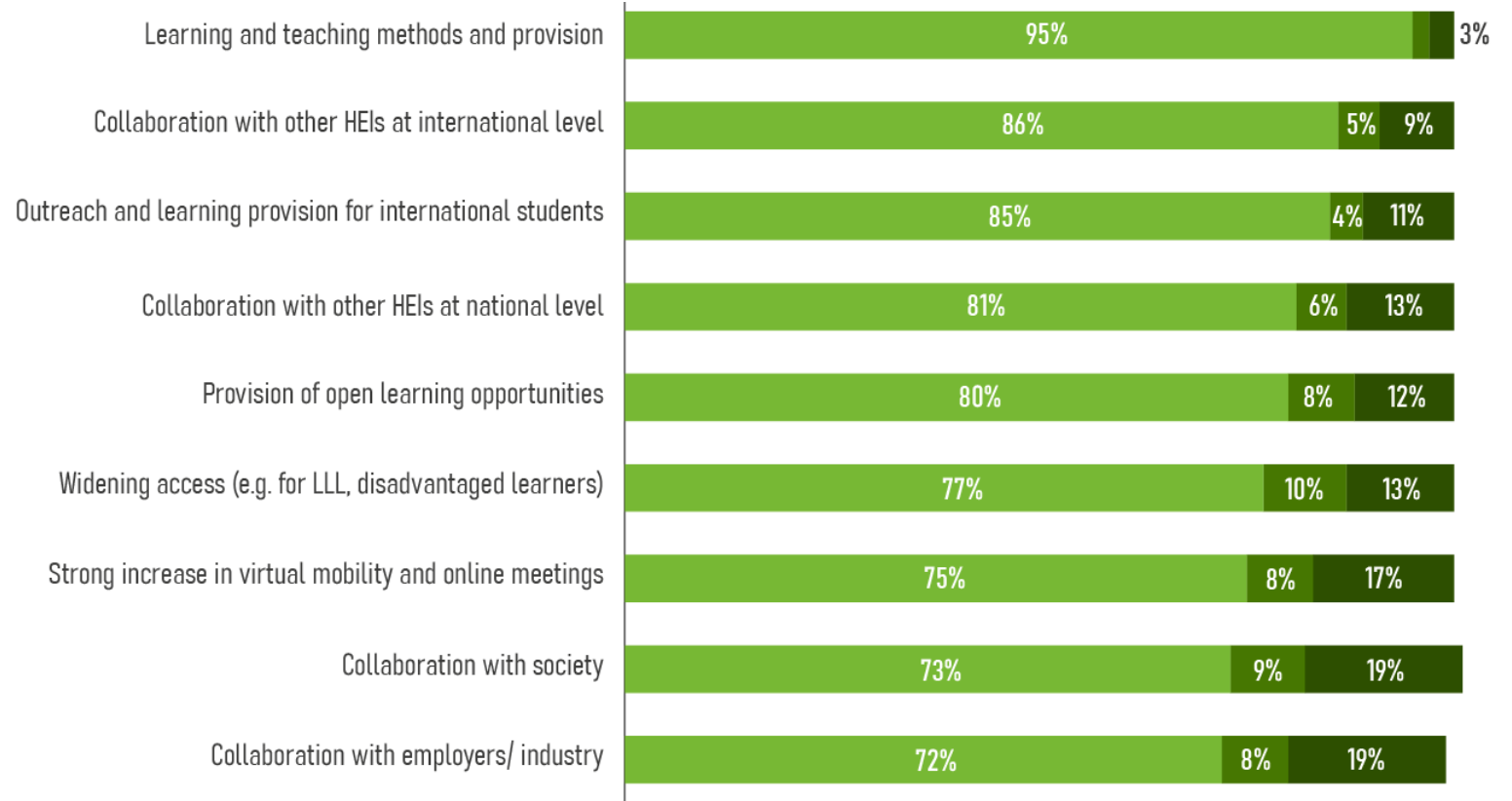
Agree Disagree Don't know

Q15: Over the past five years, has digitalisation at your institution contributed to major transformation?

n=364

Digitally enhanced learning and teaching in European higher education institutions

Digitalisation
as a strategic
development
priority over
the next five
years



Agree

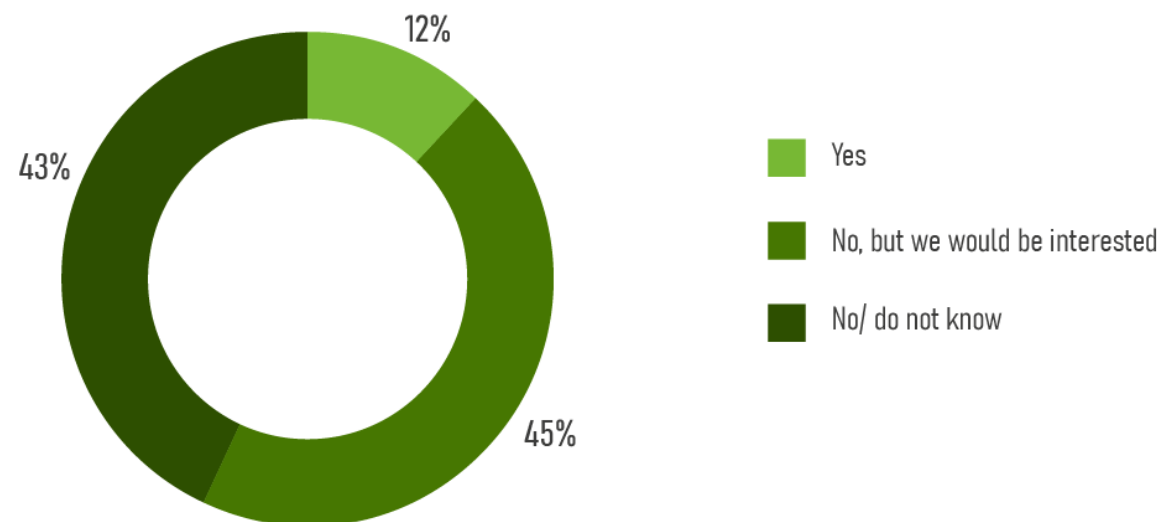
Disagree

Don't know

Q16: Over the next five years, will your institutions emphasise digitalisation as a strategic development priority in: (please select one option for each item)

n=363

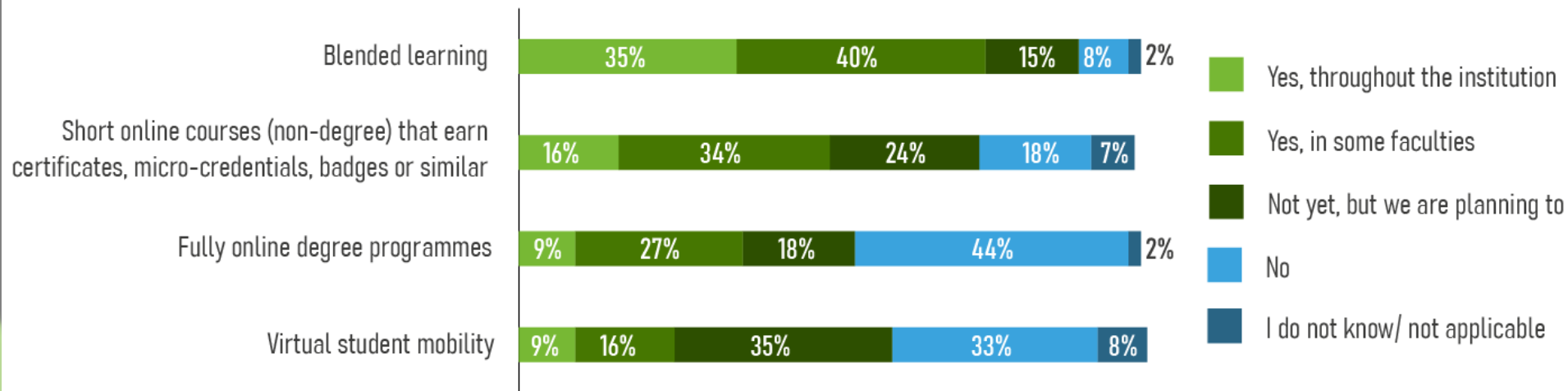
Use of self-assessment and/or benchmarking tools for digitalisation



Q17: Has your institution used any self-assessment and/or benchmarking tools for digitalisation?

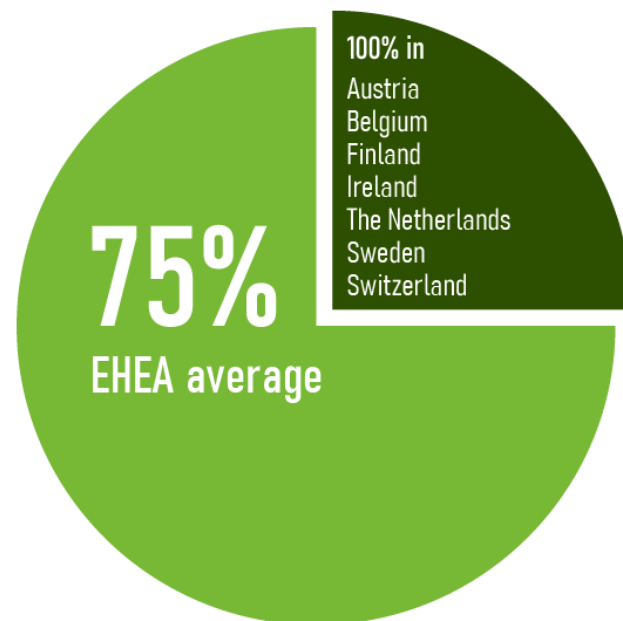
n=367

Delivery modes



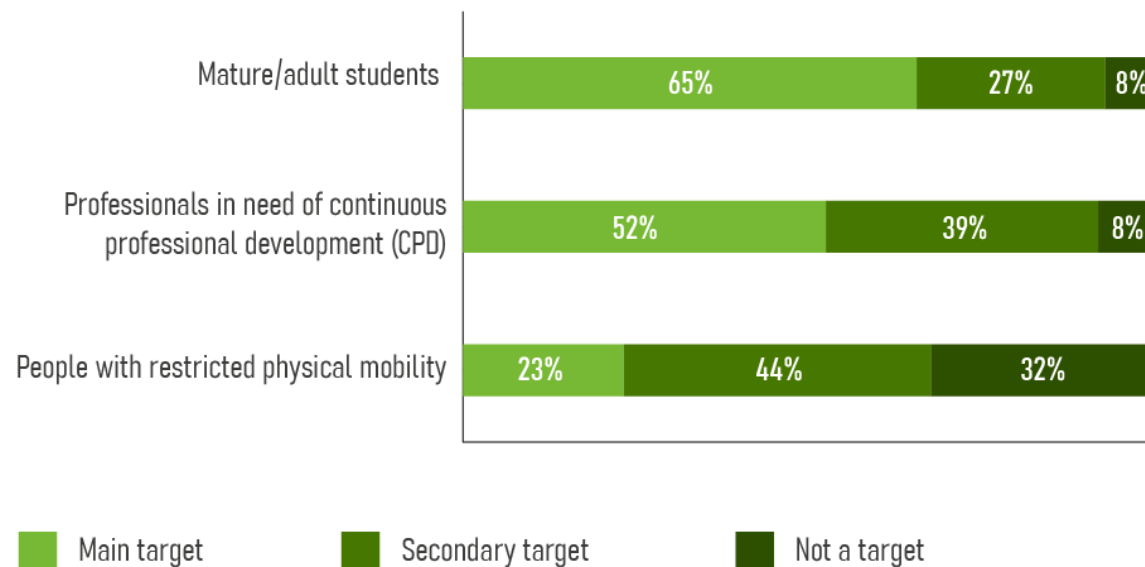
Q19: Does your institution offer the following delivery modes? (please select one option for each item)
n=363

Proportion of institutions that offer blended learning



Q19: Does your institution offer the following delivery modes? (please select one option for each item)
n=363

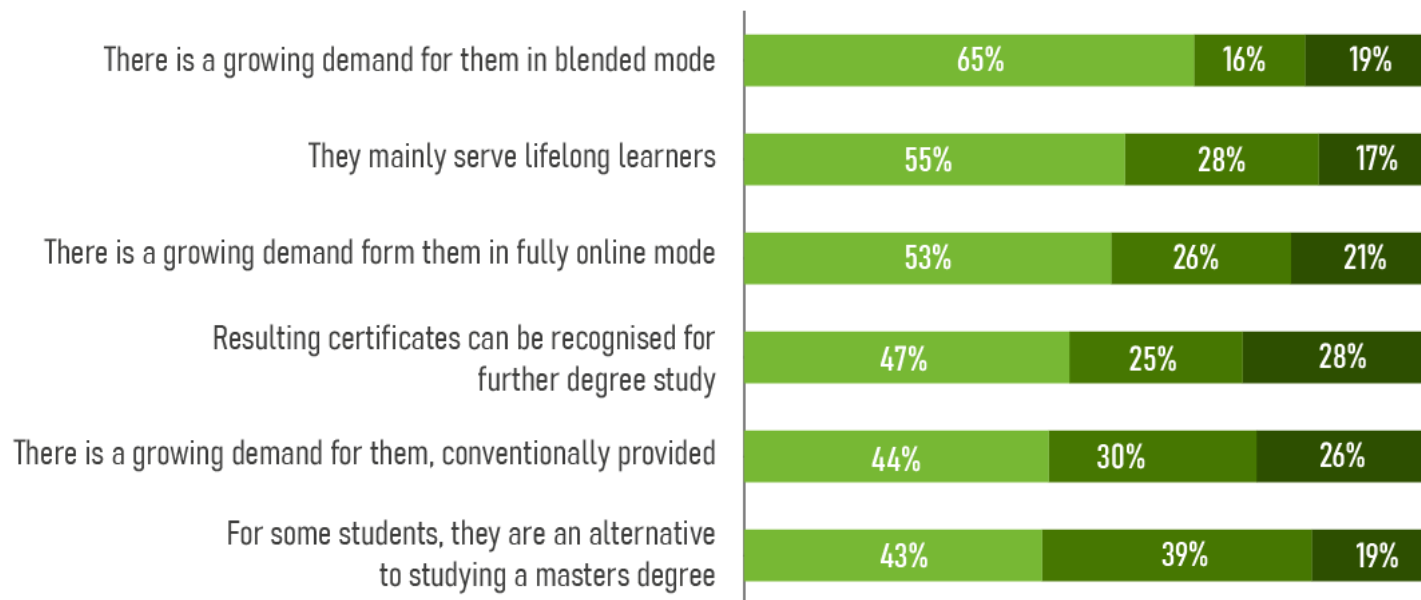
Target of online learning



Q21: Which student group does your institution target through online learning?

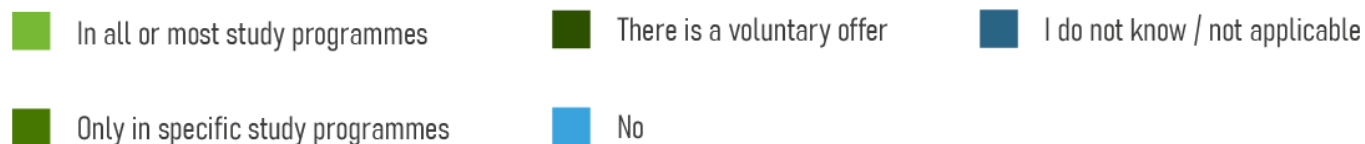
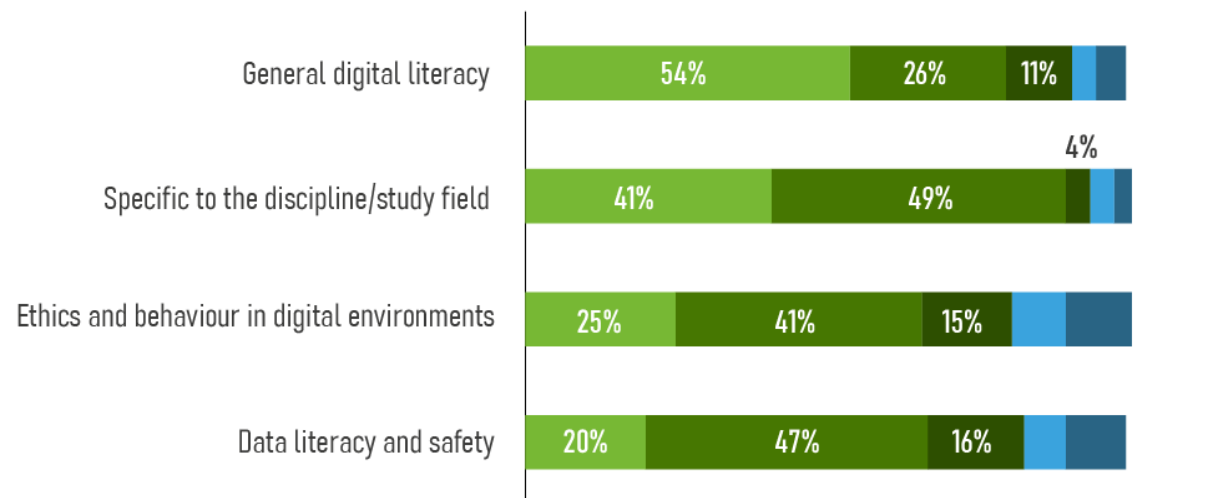
n=229

Demand for short courses (non-degree) that earn certificates, micro-credentials or badges



Q22: How would you describe the demand for short courses (non-degree) that earn certificates, micro-credentials or badges at your institution? (please select one option for each item)
n=362

Digitally enhanced learning and teaching in European higher education institutions

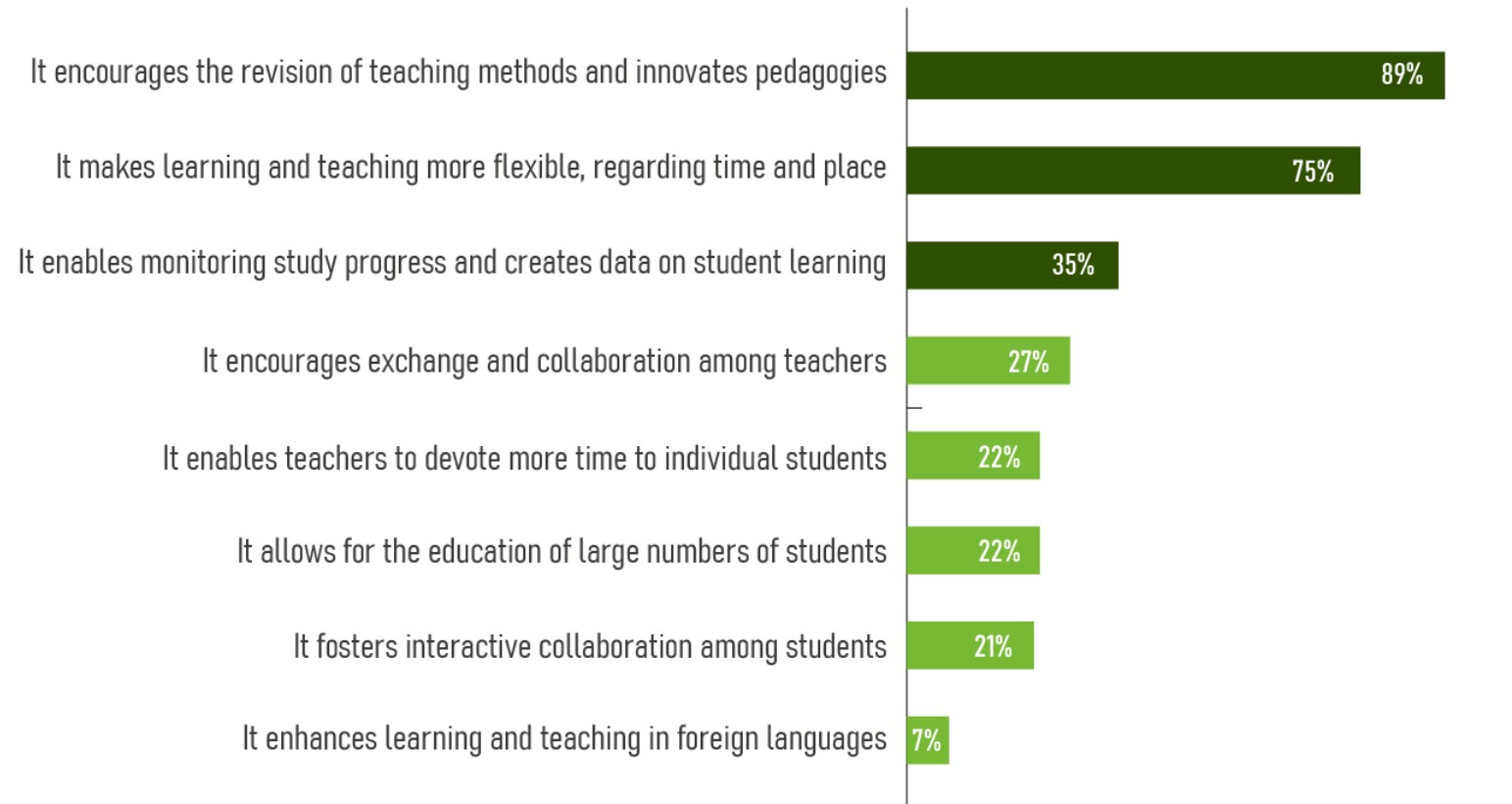
Digital
skills

Q23: Does your educational offer comprise digital skills? (please select one option for each item)

n=367

Digitally enhanced learning and teaching in European higher education institutions

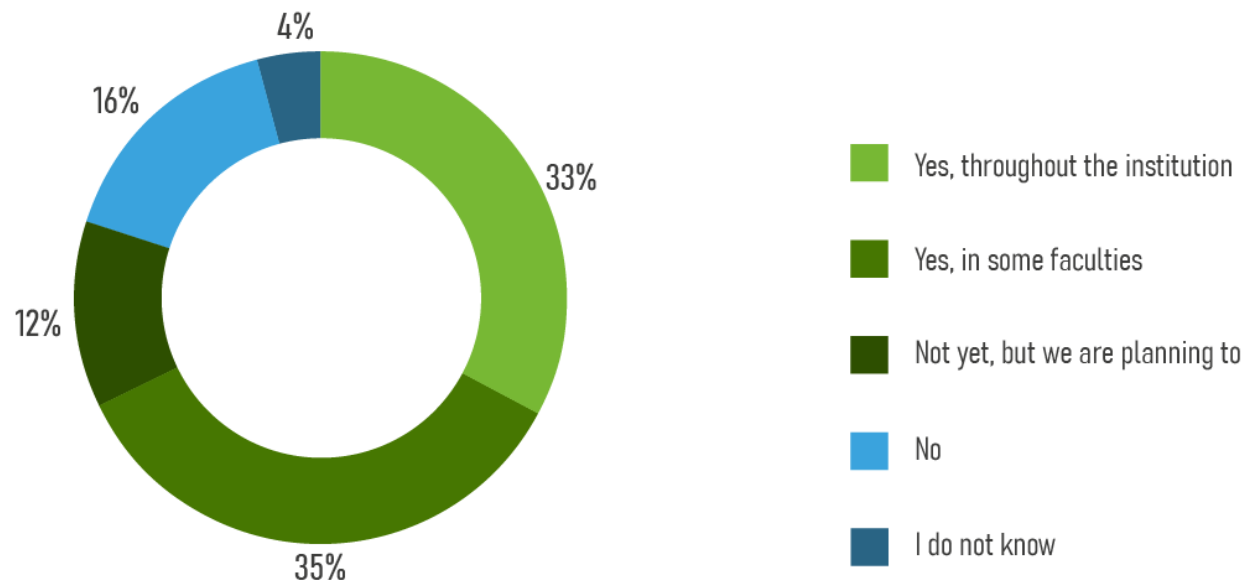
Top three impacts of digitally enhanced learning and teaching



Q24: What are the main impacts of digitally enhanced learning and teaching that have been observed at your institution? (please select your top three choices)

n=368

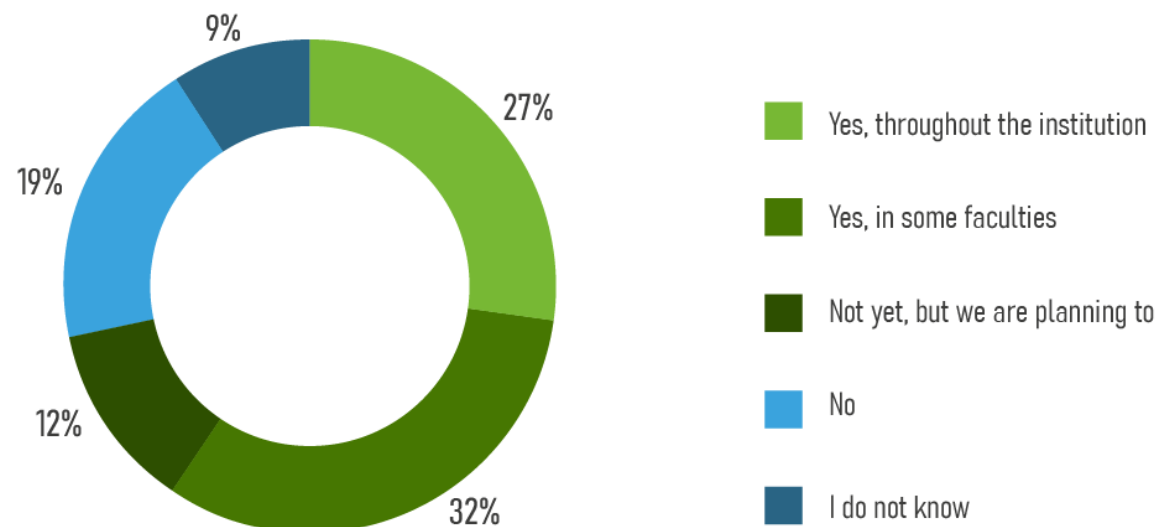
Trends towards digital assessment for all types of courses



Q26: At your institution, have you witnessed a growing trend towards digital assessment, generally for all types of courses?

n=364

Trends towards digital assessment for online courses



Q26: Have you witnessed a growing trend towards digital assessment, specifically for online courses?

n=351

LONGITUDINAL DATA

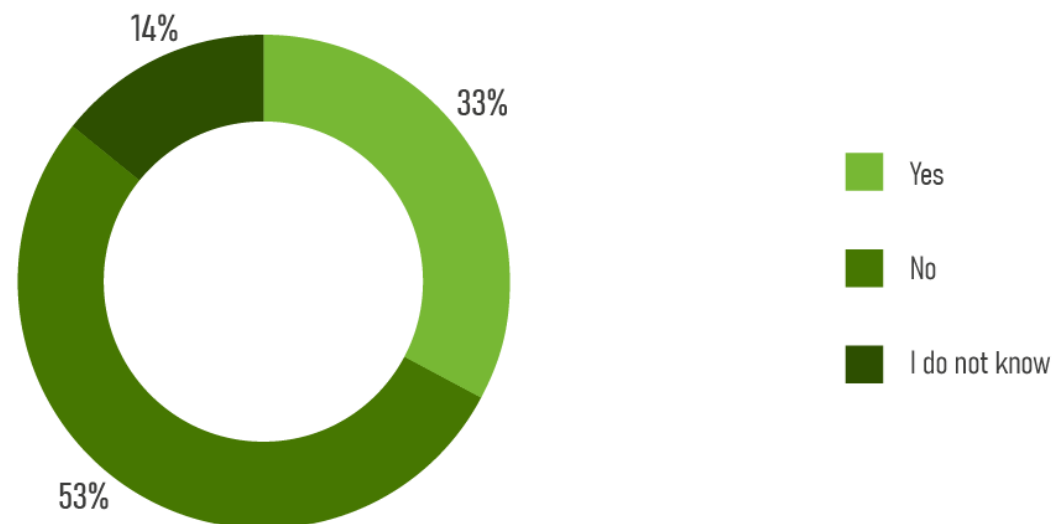
Digital assessment in 2014 & 2020

DIGITAL ASSESSMENT IN 2014 & 2020		
	2014 Which of the following information technology (IT)-related systems does your institution use or provide for students?	2020 Have you witnessed a growing trend towards digital assessment at your institution?
Throughout the institution	24%	33%
Some faculties	39%	35%
No	32%	28%

2014 E-learning Study- Q17: Which of the following information technology (IT)-related systems does your institution use or provide for students? (option- Online examinations n= 241) and 2020 Survey on Digitally Enhanced Learning and Teaching in European Higher Education Institutions- Q26: Have you witnessed a growing trend towards digital assessment at your institution? (generally, for all types of courses)

n=364

Use of digitally signed credentials



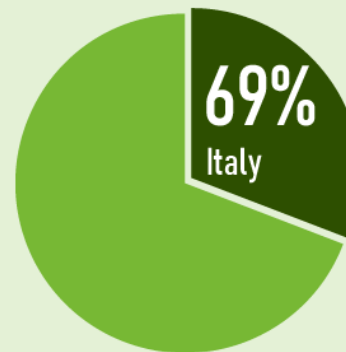
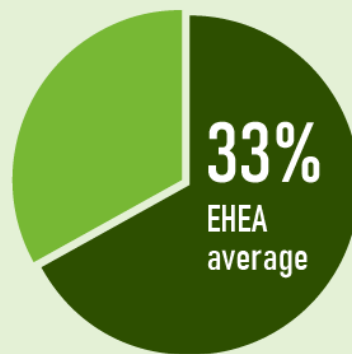
Q27: Does your institution use digitally signed credentials?

n=366

COUNTRY-SPECIFIC
DATA

Use of digitally signed credentials

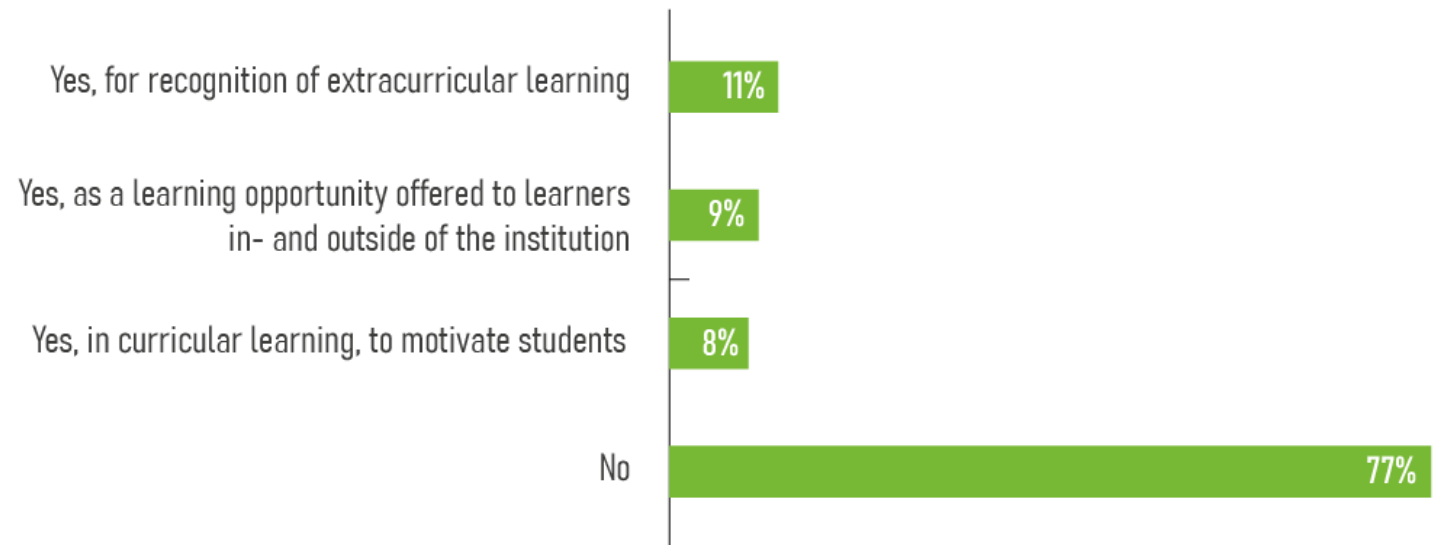
USE OF DIGITALLY SIGNED CREDENTIALS



Q27: Does your institution use digitally signed credentials? (please select just one option)

n=366

Use of digital badges



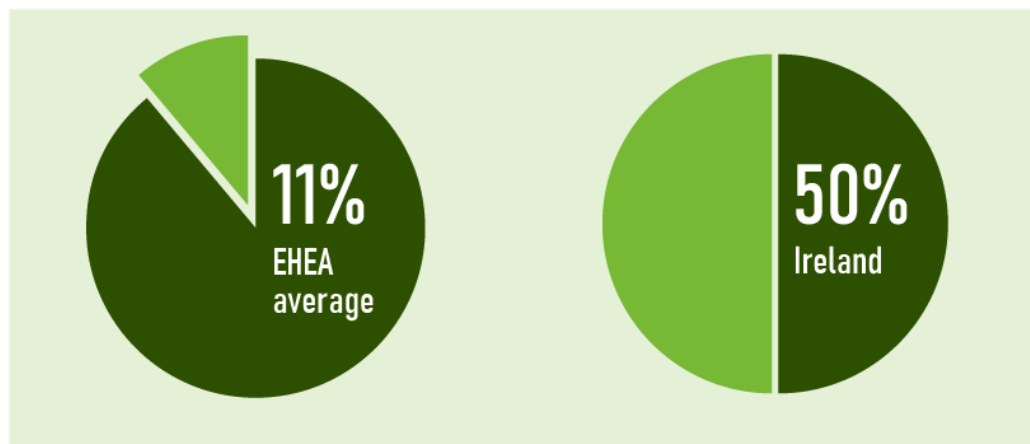
Q28: Does your institution use digital badges?

n=368

COUNTRY-SPECIFIC
DATA

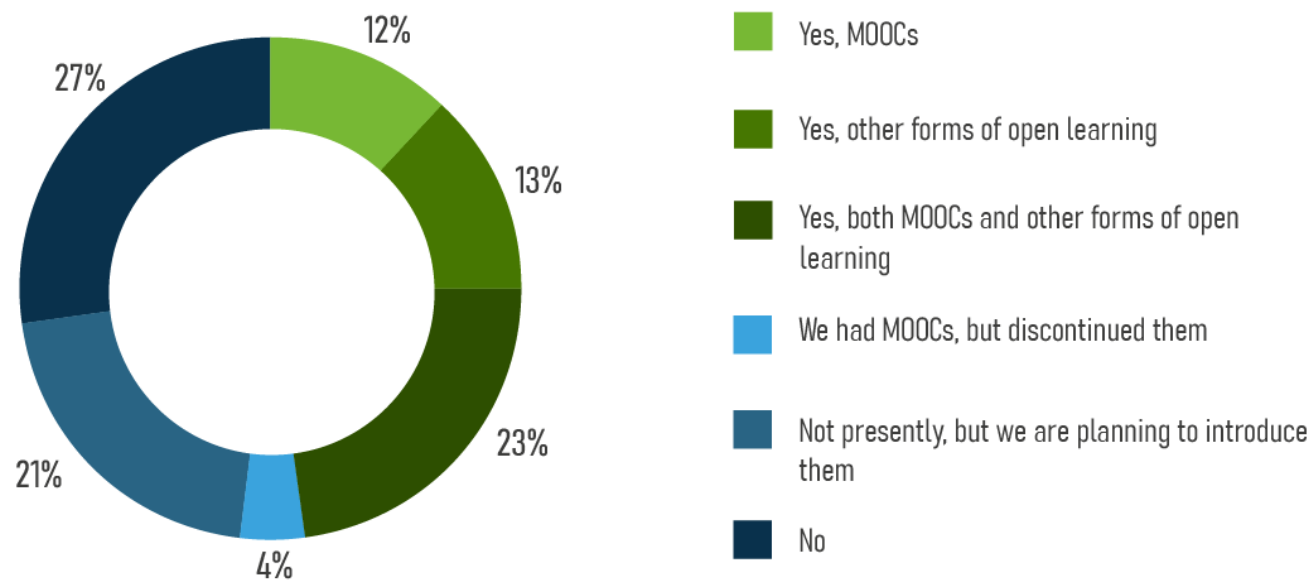
Use of digital
badges to
recognise extra
curricular
learning

USE OF DIGITAL BADGES TO RECOGNISE EXTRA CURRICULAR LEARNING



Q28: Does your institution use digital badges? (please select all the applicable options) "yes, for recognition of extracurricular learning"
n=368

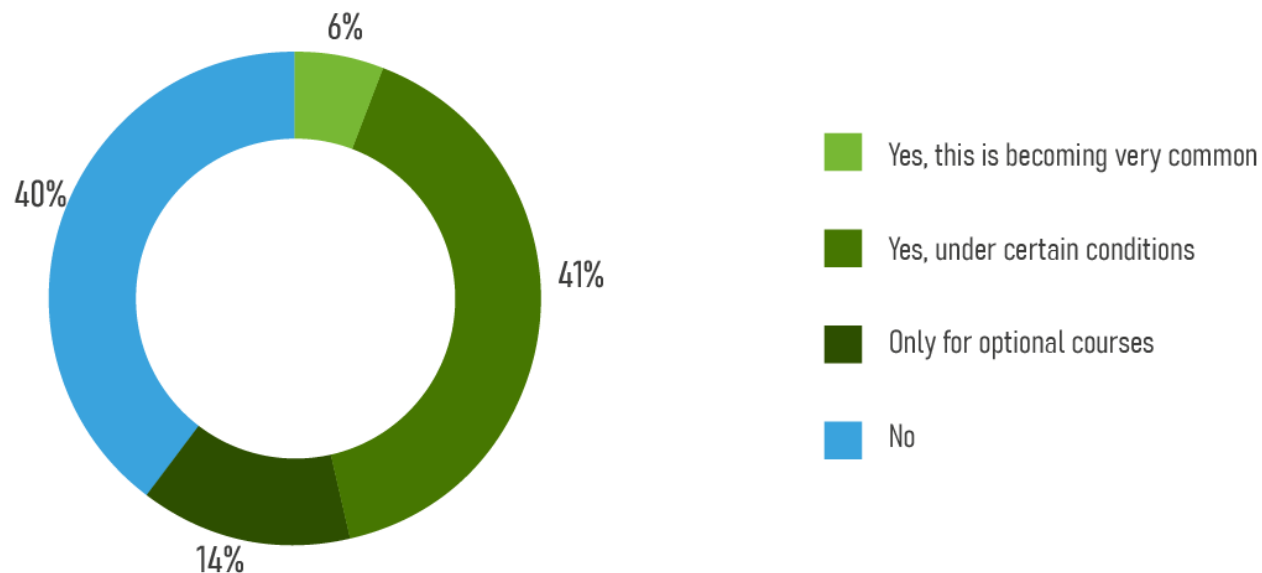
Provision of MOOCs and other forms of open learning



Q30: Does your institution offer MOOCs or other forms of open learning?

n=364

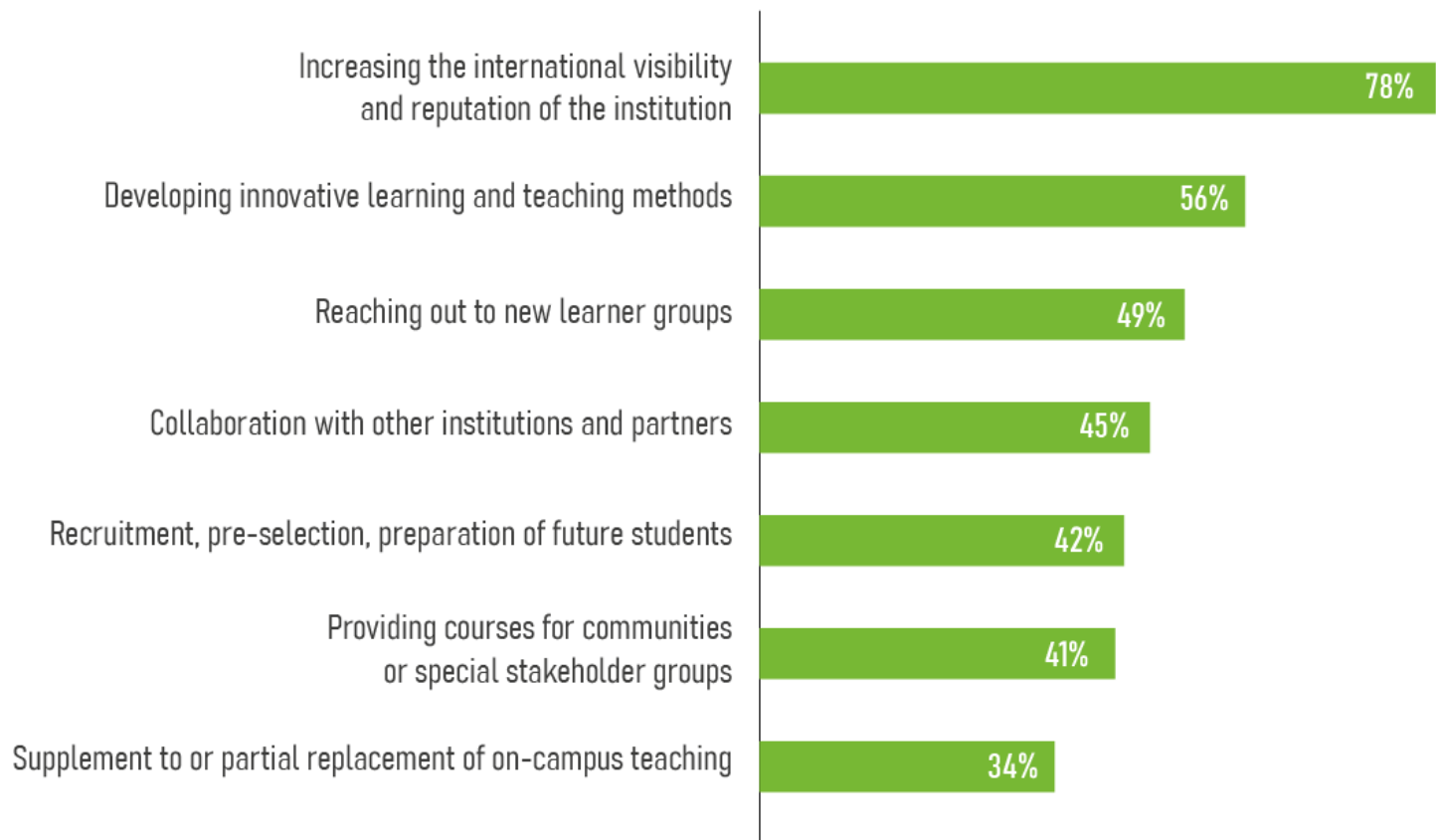
Recognition of MOOCs and other forms of open learning for study programmes



Q31: Does your institution recognise MOOCs and other forms of open learning for study programmes?

n=269

Motivation for offering MOOCs and open learning

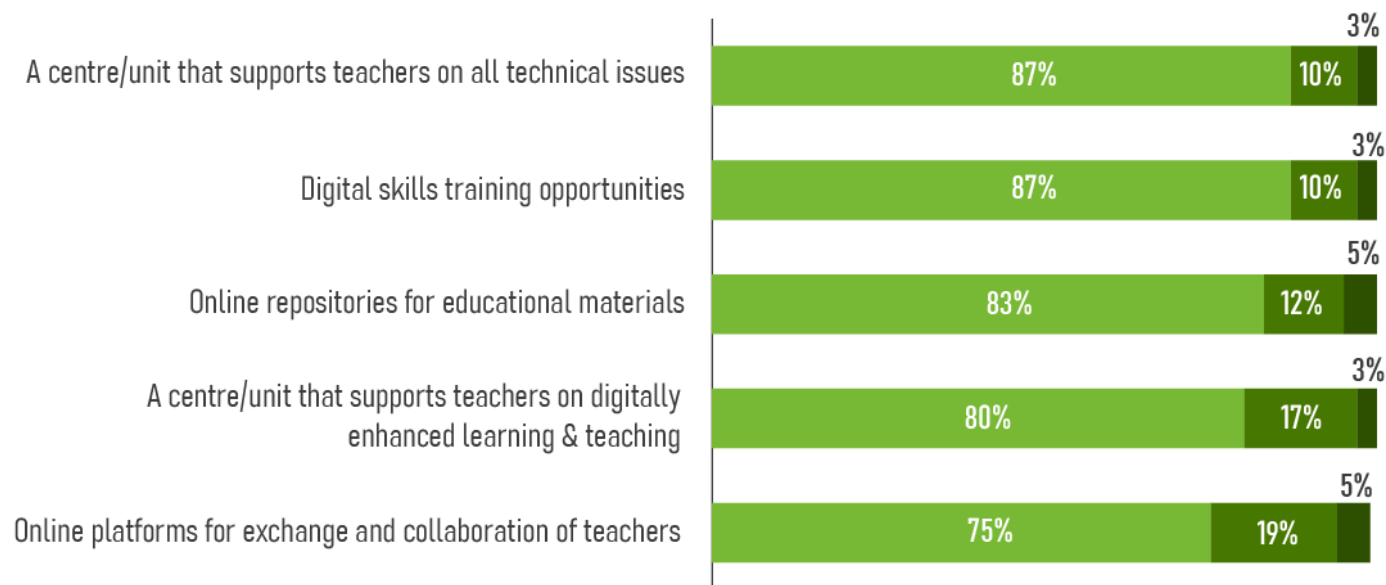


Q32: What is the main motivation for your institution in offering MOOCs and open learning? (please select your top three choices)

n=175

Digitally enhanced learning and teaching in European higher education institutions

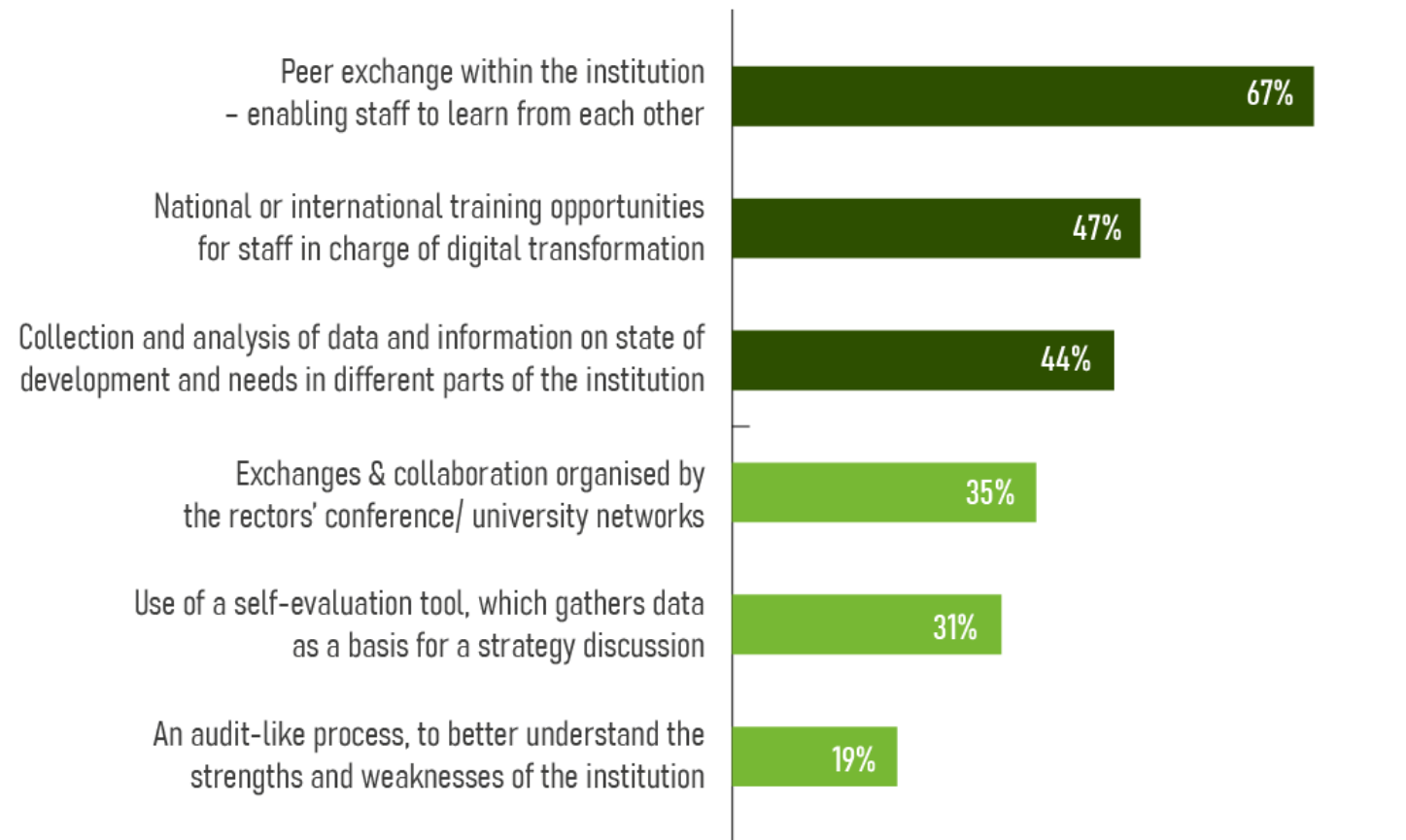
Support for teaching staff



Q34: Does your institution support teaching staff with: (please select one option for each item)

n=366

Most useful measures for improving digitally enhanced learning and teaching



Q35: What measures have been useful for improving digitally enhanced learning and teaching at your institution? (please select your top three choices)

n=368

Main enablers, barriers and useful measures

MAIN ENABLERS, BARRIERS AND USEFUL MEASURES

ENABLERS



Proactive participation of staff and students

Professional development and training

Institutional strategies

Investment in equipment and infrastructure

BARRIERS



Lack of staff resources

Lack of external funding opportunities

Difficulty to devise a concerted institutional approach

Lack of staff motivation

USEFUL MEASURES



Peer exchange within the institution

National or international training opportunities

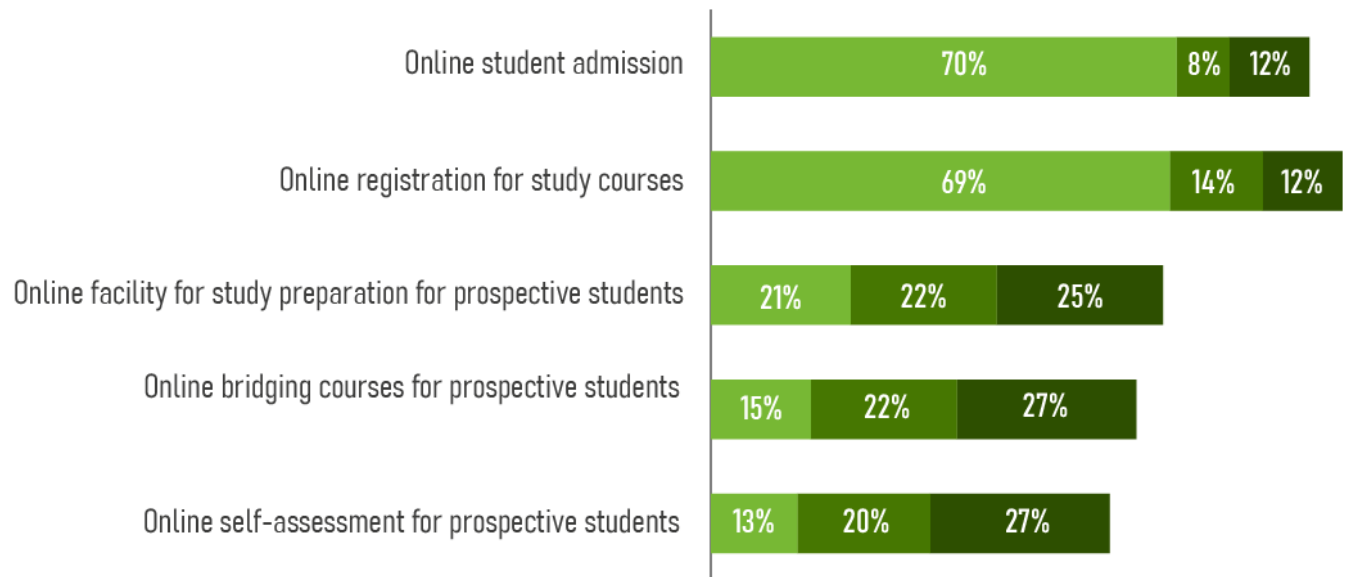
Collection and analysis of institutional data

Exchanges & collaboration organised by the rectors' conference/ university networks

Q13: What are the top 3 enablers of digitally enhanced learning and teaching at your institution?; Q14: What are the top 3 barriers to digitally enhanced learning and teaching at your institution?; Q35: What measures have been useful for improving digitally enhanced learning and teaching at your institution?

n=368

Online services for students



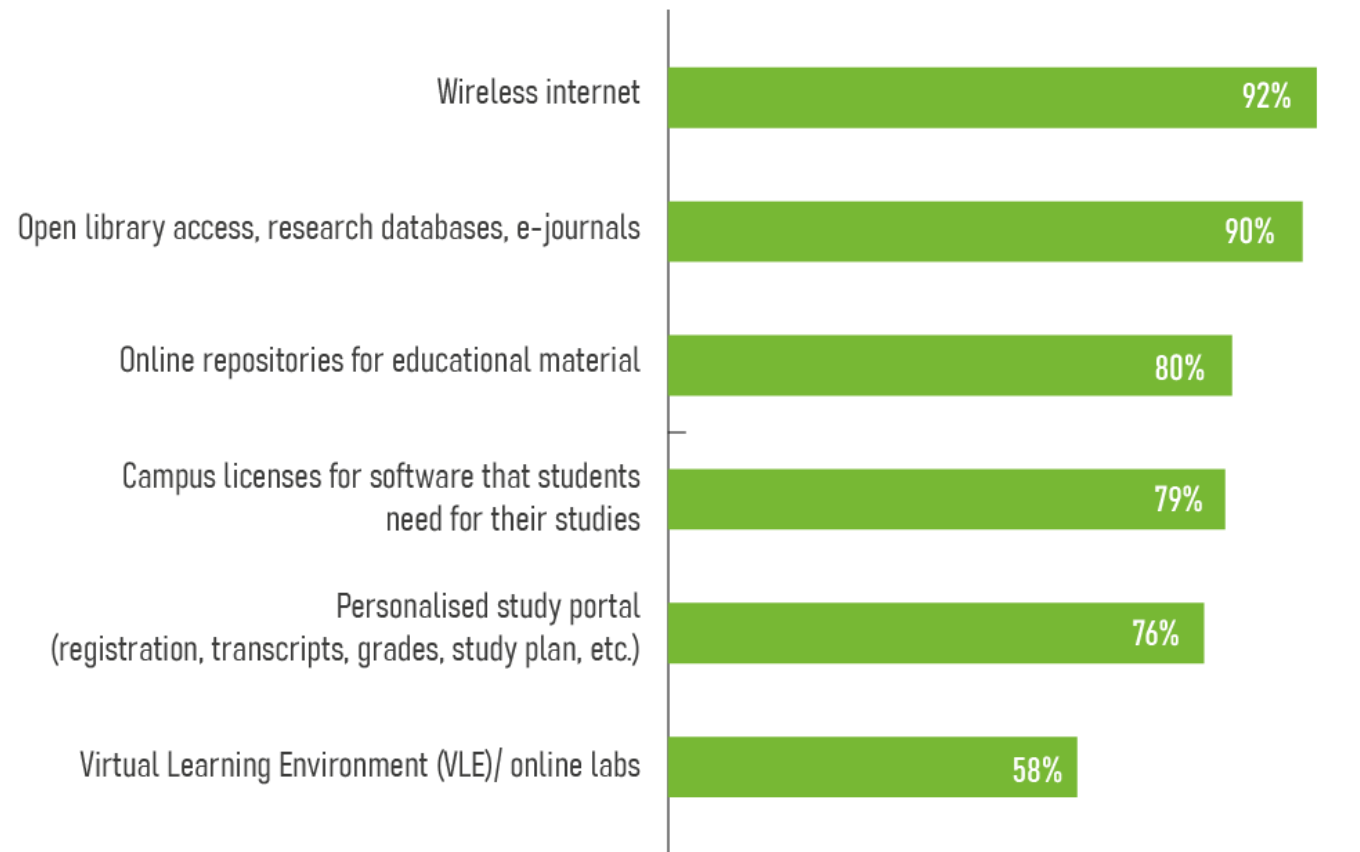
■ Yes, throughout the institution
 ■ Not yet, but we are planning to

■ Yes, in some faculties

Q37: Which of the following online services does your institution provide for students? (please select one option for each item)

n=364

Infrastructures for students

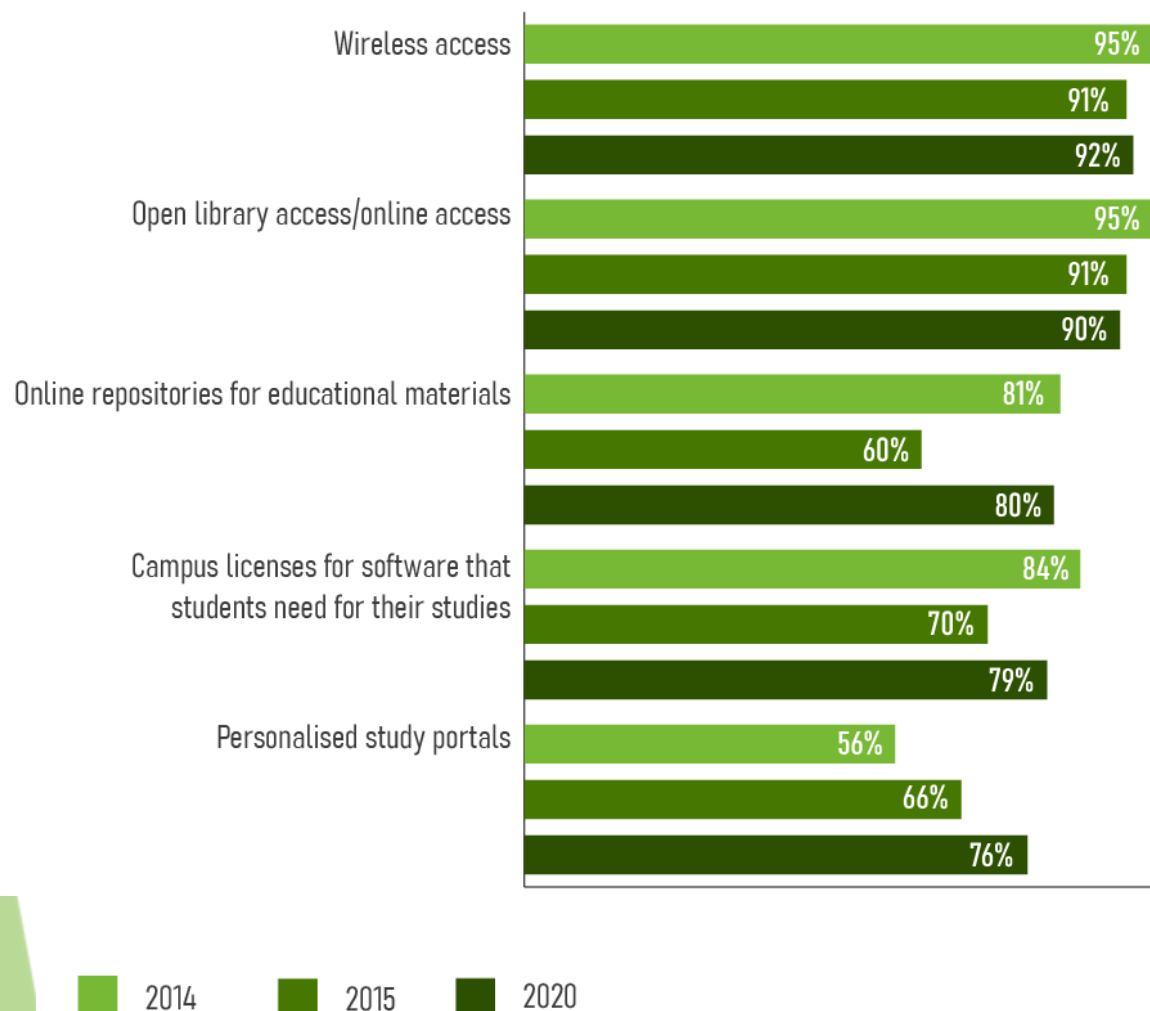


Q38: Which of the following infrastructures can students access at your institution? (please choose all the applicable options)

n=364

LONGITUDINAL DATA

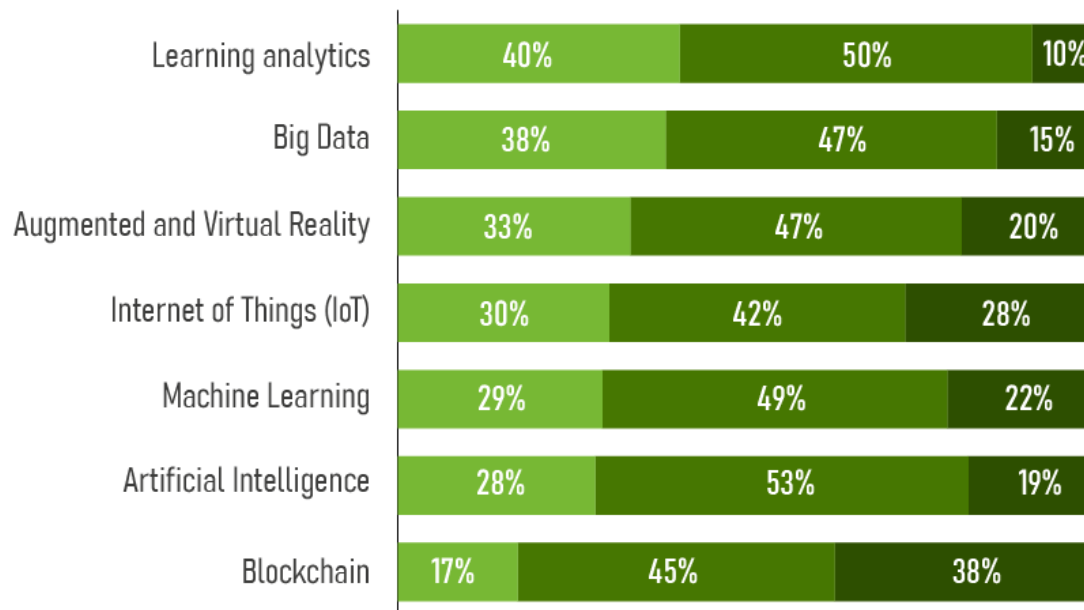
Infrastructures in place from 2014-2020



2014 E-learning Study - Q15: Does your institution use any of the following types of educational resources? (online repositories for educational material) n= 242 & Q17: Which of the following information technology (IT)-related systems does your institution use or provide? n=220; Trends 2015- Q42: Which of the following information technology (IT) systems or tools does your institution use or provide for its students? n= 432; 2020 Survey on Digitally Enhanced Learning and Teaching in European Higher Education Institutions- Q38: Which of the following infrastructures can students access at your institution? n=364

Digitally enhanced learning and teaching in European higher education institutions

Digital technologies

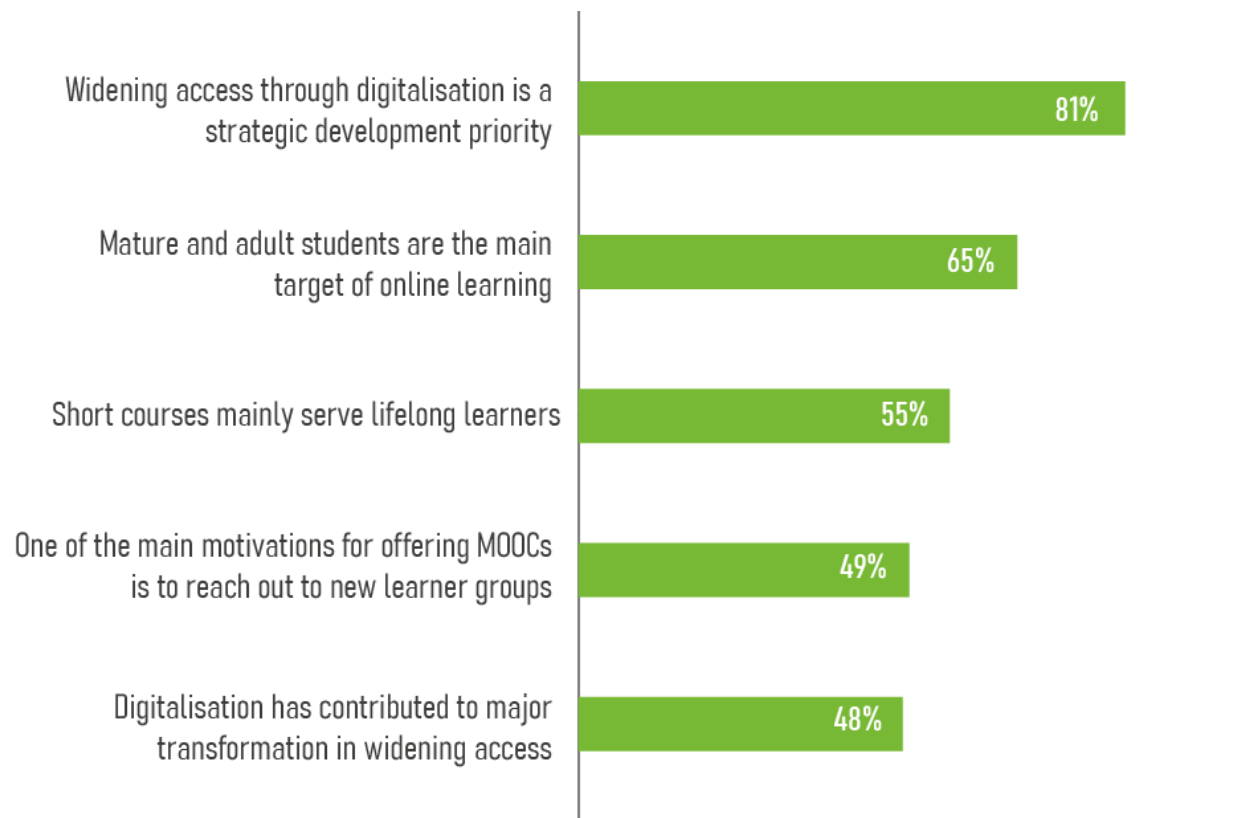


■ Already in use
 ■ We plan to use
 ■ No

Q39: Which of the following technologies do you see as a development priority for your institution? (please select one option for each item)

n=340

Widening access through digitally enhanced learning and teaching



Q15: Over the past five years, has digitalisation at your institution contributed to major transformation- n=364; Q32: What is the main motivation for your institution in offering MOOCs and open learning? n= 175; Q22: How would you describe the demand for short courses (non-degree) that earn certificates, micro-credentials, badges or similar, at your institution? n= 362; Q21: Which student group does your institution target through online learning? n= 229; Q16: Over the next five years, will your institution emphasise digitalisation as a strategic development priority in: n=363

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The project aims to support higher education institutions to engage in self-review to develop and enhance their strategic approaches to digitalisation.



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