

European University Association Avenue de l'Yser, 24, 1040 Brussels - Belgium

Membership survey on e-learning

in the European higher education institutions (Autumn 2013)

This questionnaire addresses members of the European University Association (EUA) and other European higher education institutions (referred to as *institution* from now on). Ideally, it should be answered by a person in charge of e-learning and would reflect the situation of e-learning of the whole institution.

The goal of the survey is to map the capacities of European institutions for e-learning and assess their perceptions regarding the changes and their impacts in learning and teaching in general. The second half of the questionnaire is dedicated to the topic of Massive Open Online Courses (MOOCs), given that relatively little information exists on their development in Europe.

The results of the questionnaire will be aggregated and anonymised. They will be used by EUA in the European higher education policy debate, with regard to the recent European Commission's Communication on "Opening up education" and the ongoing discussion on learning and teaching in the Bologna Process. EUA will also use them to devise measures for supporting and connecting higher education institutions committed to or interested in the matter.

The survey is open from **3 October** to **31 October 2013**.

For further information regarding EUA's work in the field of e-learning, please [click here](#).

Terminology and instructions

The term *e-learning* is used as a generic expression for all learning which is based on the use of information and communication technologies (ICT) to support learning and teaching. This may involve the use of a variety of technologies and tools to support learning in different contexts ranging from face-to-face settings, distance learning or a combination of both - usually called blended learning.

Whatever the technology used, it should be an integrated means for improving the learning process and supporting goals of the curriculum.

For more detailed information concerning the use of different terms, please refer to our [Glossary](#). You may print it, and consult it while filling in the questionnaire. You can also find some explanation directly in the questionnaire when you move the cursor over the terms in question.

When answering the questionnaire, please consider:

- For multiple choice questions, depending on the question, you may select one option or multiple options.
- For some questions, you may also be asked to select your top three choices.
- If the answer of your choice is not included, please indicate your answer in "Other".

Depending on your answers, the survey will take **between 15 and 25 minutes** to complete. We

suggest that you complete the survey in one sitting. However, you may of course exit the survey and return to it using the same link, provided that you use the same computer and your cookies are not automatically deleted. Please always click the **'next' button** at the bottom of each page **to ensure that your answers are saved**. Do not use the web browser's navigation buttons. At the end of the questionnaire, there is a 'submit' button, to submit your responses to the European University Association. Please note that we only accept **one submitted response from each institution**, so in case you forward the link to your colleagues, please make sure that you submit only one copy.

Please click on the button below to start the survey.

Institutional profile

1. Please provide information about the person filling in the survey

| |
|---------------|
| First name |
| Last name |
| Position |
| Email address |

2. Please select your country and institution from the drop-down menu below.
Your country and/or institution does not appear in the list? Please choose "other" from the list and fill in the requested information on the next page.

| | |
|-------------|--|
| Country | |
| Institution | |

E-learning

3. In your country, is there a policy or strategy for enhancing e-learning that specifically addresses higher education? (please select one option)

| | |
|---|-----------------------|
| Yes, a national strategy for e-learning in higher education | <input type="radio"/> |
| Yes, a national strategy for e-learning in general, which also addresses higher education | <input type="radio"/> |
| No, but we have national measures to support institutions in developing e-learning | <input type="radio"/> |
| Not yet, we have only now started discussing it | <input type="radio"/> |
| No | <input type="radio"/> |
| I do not know | <input type="radio"/> |

If YES to q3 ->

3.1. Please provide references and please describe briefly:

| |
|--|
| |
|--|

4. Does your institution have a strategy or policy regarding e-learning? (please select one option)

Membership survey – Autumn 2013

| | |
|--|-----------------------|
| Yes, we have an institutional strategy in place | <input type="radio"/> |
| No, but it is under development | <input type="radio"/> |
| No, but some faculties have developed their own strategies | <input type="radio"/> |
| No | <input type="radio"/> |
| Other (<i>please specify</i>) | <input type="radio"/> |

5. Does your institution use e-learning? (*please select one option*)

| | |
|---|-----------------------|
| Yes, it is widely used throughout the institution | <input type="radio"/> |
| Yes, some departments use it | <input type="radio"/> |
| Yes, some individual teachers use it | <input type="radio"/> |
| No, we are only now introducing it | <input type="radio"/> |
| No | <input type="radio"/> |
| I do not know | <input type="radio"/> |

6. Does your institution offer any of the following? (*please select one option for each item*)

| | Yes, extensively across the institution | Yes, in some faculties | Yes, by some individual teachers | Not yet, but we are planning to | No | I do not know |
|---|---|------------------------|----------------------------------|---------------------------------|----|---------------|
| Online courses | | | | | | |
| Online degree programmes | | | | | | |
| Blended learning courses (<i>parts of the course are studied in class, others via distance/online learning</i>) | | | | | | |
| Blended learning degree programmes (<i>parts of the degree are studied in class, others via distance/online learning</i>) | | | | | | |
| Joint online learning offered with another higher education institutions | | | | | | |
| Other (<i>please specify</i>) | | | | | | |

7. Are there specific disciplines where the use of the e-learning is particularly prominent? (*multiple options possible*)

| | |
|-----------------------------|--|
| All disciplines | |
| Architecture | |
| Art and design | |
| Business and management | |
| Education, teacher training | |
| Engineering, technology | |
| Humanities | |
| Law | |
| Mathematics, informatics | |
| Medical sciences | |
| Natural sciences | |

Membership survey – Autumn 2013

| | |
|------------------------|--|
| Social sciences | |
| Other (please specify) | |

8. Is e-learning used also to provide courses in the following areas? (please select one option for each item)

| | Yes, extensively throughout the institution | Yes, in some faculties | Yes, by some individual teachers | Not yet, but we are planning to | No | I do not know |
|------------------------|---|------------------------|----------------------------------|---------------------------------|----|---------------|
| Transversal skills | | | | | | |
| Language skills | | | | | | |
| Entrepreneurial skills | | | | | | |

9. How is e-learning managed and organised at your institution? (please select one option)

| | |
|---|-----------------------|
| By a central unit that deals explicitly with e-learning | <input type="radio"/> |
| Responsibility is shared between the central and faculty based e-learning units | <input type="radio"/> |
| At faculty or departmental level only | <input type="radio"/> |
| By individual faculty members | <input type="radio"/> |
| Other (please specify) | <input type="radio"/> |

10. What is the estimated percentage of students at your institution involved in e-learning? (please indicate the approximate percentage)

| | |
|---------------|-----------------------|
| Less than 5% | <input type="radio"/> |
| 5%-24% | <input type="radio"/> |
| 25%-49% | <input type="radio"/> |
| 50%-74% | <input type="radio"/> |
| More than 75% | <input type="radio"/> |
| I do not know | <input type="radio"/> |

11. So far, what has been your institution's experience regarding e-learning? (multiple options possible)

| | |
|--|--|
| It works well | |
| It changes the approach to learning and teaching | |
| It improves the quality of learning and teaching | |
| It takes time to introduce | |
| It is costly (but worth the investment) | |
| It is costly (but not worth the investment) | |
| It is not very flexible | |
| We are not yet certain about the benefits | |
| There are no real benefits | |
| Other (please specify) | |

12. From a pedagogical point of view, what are the main benefits of e-learning at your institution? (please select one option for each item)

| | Agree | Somewhat agree | Neither agree nor disagree | Somewhat disagree | Disagree |
|--|-------|----------------|----------------------------|-------------------|----------|
| It allows for the education of large numbers of students | | | | | |
| It promotes interactive collaboration among students | | | | | |
| It allows students to form small learning groups | | | | | |
| It allows students to develop reflective learning and critical thinking | | | | | |
| It enhances learning and teaching in foreign languages | | | | | |
| It enables to monitor study progress and creates data on student learning (intensity, frequency, etc.) | | | | | |
| It encourages the revision of teaching methods | | | | | |
| It facilitates the traditional in-class learning process but does not significantly alter it | | | | | |
| It enables teachers to devote more time to individual students (e.g. flipping the class room) | | | | | |
| Other: <i>please specify</i> | | | | | |

13. Has there been any special consideration of e-learning for internal quality assurance procedures at your institution? (please select one option)

| | |
|--------------------------------|-----------------------|
| Yes | <input type="radio"/> |
| No, but it is under discussion | <input type="radio"/> |
| No | <input type="radio"/> |
| I do not know | <input type="radio"/> |

14. Does your quality assurance (QA) agency have any specific QA requirements for e-learning? (please select one option)

| | |
|--------------------------------|-----------------------|
| Yes | <input type="radio"/> |
| No, but it is under discussion | <input type="radio"/> |
| No | <input type="radio"/> |
| I do not know | <input type="radio"/> |

15. Does your institution use any of the following types of educational resources? (please select one option for each item)

| | Yes, throughout the institution | Yes, in some faculties | No, but we are planning to/ developing them | No | I do not know |
|---|---------------------------------|------------------------|---|----|---------------|
| Digital courseware (e.g. digital textbooks, curricula, reference materials) | | | | | |
| Online repositories for educational material | | | | | |
| Open library access, research databases, e-journals | | | | | |
| Tools and management systems for content development and course management (e.g. Moodle, Blackboard, Edmodo) | | | | | |
| Student portal (providing information on course schedules, cancelled classes and grades, as well as other useful information) | | | | | |
| Other (please specify) | | | | | |

16. Which of the following does your institution provide to support e-learning? (multiple options possible)

| | |
|--|--|
| Student support services (e.g., IT support, student portal) | |
| Staff development (ICT skills, teacher training, e-learning pedagogy) | |
| Incentives (funding) for teachers or departments to engage in e-learning | |
| Online learning centre | |
| Student support via social networks | |
| Other (please specify) | |

17. Which of the following information technology (IT) related systems does your institution use or provide for students? (please select one option for each item)

| | Yes, to all students | Yes, to most students | Yes, to some students | Not yet, but we are planning to | No | I do not know |
|--|----------------------|-----------------------|-----------------------|---------------------------------|----|---------------|
| University email accounts for all students | | | | | | |
| Wifi | | | | | | |
| Access to computer rooms | | | | | | |
| Online access to libraries | | | | | | |
| Campus licences for software that | | | | | | |

Membership survey – Autumn 2013

| | | | | | | |
|---|--|--|--|--|--|--|
| students need for their studies | | | | | | |
| Online study course catalogue | | | | | | |
| Personalised study portal (registration, transcripts, grades, study plan, etc.) | | | | | | |
| Repositories (for course materials, source books etc.) | | | | | | |
| Social media to communicate with students or alumni (wikis, blogs, Facebook, etc.) | | | | | | |
| Electronic student portfolio (a digital collection of student work to document and demonstrate the student's study progress and learning (outcomes) | | | | | | |
| Online examinations | | | | | | |
| Other (please specify) | | | | | | |

18. What is the most important objective of your institution regarding the development of e-learning in the future? (please select one option)

| | |
|---|-----------------------|
| To provide more learning opportunities for students who are not based on campus | <input type="radio"/> |
| To provide more learning opportunities for on-campus students | <input type="radio"/> |
| To increase the effectiveness of classroom time (e.g., in-depth learning, critical thinking, individual assessment) | <input type="radio"/> |
| To provide a more flexible learning offer, leaving it to the student to decide whether they learn on- or off-campus | <input type="radio"/> |
| To provide learning for adult learners | <input type="radio"/> |
| To enhance internationalisation | <input type="radio"/> |
| We do not intend to further develop or extend e-learning in the near future | <input type="radio"/> |
| Other (please specify) | <input type="radio"/> |

19. Do you think that e-learning will have a significant impact on collaboration? (multiple options possible)

| | |
|---|--|
| Yes, within the institution | |
| Yes, with other higher education institutions in my country | |
| Yes, with other higher education institutions internationally | |
| Yes, with employers | |
| Yes, with private learning providers | |
| Yes, with other parties (please specify) | |
| No | |

Online learning

20. What do you think are the main motivations for your students to sign up for online learning (learning processes that take place via the internet)? (please select the three main motivations)

| | |
|---|-----------------------|
| Physical distance/ living in remote areas | <input type="radio"/> |
| Family and other social obligations | <input type="radio"/> |
| Socio-economic situation of students (reducing costs) | <input type="radio"/> |
| Working while studying | <input type="radio"/> |
| Professional development and continued education (for those already in the workforce) | <input type="radio"/> |
| The possibility of studying in a specific language | <input type="radio"/> |
| I do not know | <input type="radio"/> |
| Other: <i>please specify</i> | <input type="radio"/> |

21. Is there any group that your institution targets specifically through an online offer? (please select one option)

| | |
|---------------|-----------------------|
| Yes | <input type="radio"/> |
| No | <input type="radio"/> |
| I do not know | <input type="radio"/> |

If YES to q21->

21.1. What are these groups? (please specify in maximum 80 characters)

| |
|--|
| |
|--|

Massive Open Online Courses (MOOCs)

22. Does your institution offer MOOCs? (please select one option)

| | |
|--|-----------------------|
| Yes | <input type="radio"/> |
| Not presently, but we are planning to introduce them | <input type="radio"/> |
| No | <input type="radio"/> |

23. Has your institution adopted a position towards MOOCs? (please select one option)

| | |
|---|-----------------------|
| Yes, and it is supportive | <input type="radio"/> |
| Yes, and it is quite critical | <input type="radio"/> |
| No, but we are considering adopting one | <input type="radio"/> |
| No | <input type="radio"/> |

24. How would you describe the reaction of staff towards MOOCs at your institution? (please select one option)

| | |
|---------------------------------------|-----------------------|
| It is generally rather positive | <input type="radio"/> |
| It is characterised by mixed feelings | <input type="radio"/> |
| It is generally rather sceptical | <input type="radio"/> |
| There is not much interest | <input type="radio"/> |
| Staff has limited knowledge on this | <input type="radio"/> |
| I do not know | <input type="radio"/> |

If NO to q 22 ->

25. What are the reasons for not offering MOOCs at your institution? (multiple options possible)

| | |
|--|--|
| We don't have the budget to develop it | |
| We don't have the expertise to develop it | |
| The faculty does not want it | |
| It does not correspond to our pedagogical approach | |
| We worry about quality and recognition of such courses | |
| We do not see any purpose for our institution to do it | |
| We prefer other forms of e-learning | |
| We have not yet taken a decision | |
| I do not know | |
| Other (please specify) | |

If NOT PRESENTLY, BUT PLANNED to q 22 ->

26. Who initiated the idea to introduce MOOCs at your institution? (multiple options possible)

| | |
|-----------------------------------|--|
| Institutional leadership | |
| Staff members | |
| E-learning unit or department | |
| External parties (please specify) | |
| Other (please specify) | |
| I do not know | |

27. What are the main motivations of your institution to introduce MOOCs? (please select and rank the top three options dragging and dropping the items in the box on the right)

| | |
|---|--|
| Increasing the international visibility and reputation of the institution | |
| Making use of funding opportunities that have been provided | |
| Student recruitment and pre-selection | |
| Supplement to or partial replacement of on-campus teaching | |
| Collaboration with other institutions and partners | |
| Providing courses for professionals or companies | |
| Reaching out to new learner groups (please specify) | |
| Providing more flexible learning opportunities for students | |
| Developing innovative learning and teaching methods | |
| Prospect of cost reduction | |
| Prospect of income generation | |
| Other: please specify | |

If YES to q22 ->

28. Please provide some additional information regarding your offer. Please also count courses which are repeated (i.e. recurrent)

| | Number of courses |
|---|-------------------|
| Courses offered in the past (discontinued) | |
| Courses currently offered (new and recurrent) | |
| Courses planned (new and recurrent) | |
| Total | |

29. Is your institution partnering with any of these major MOOCs providers? (multiple options possible)

| | |
|---|-----------------------|
| Coursera | <input type="radio"/> |
| EdX | <input type="radio"/> |
| Udacity | <input type="radio"/> |
| Udemy | <input type="radio"/> |
| Futurelearn | <input type="radio"/> |
| Iiversity | <input type="radio"/> |
| Miriada X | <input type="radio"/> |
| Other (please specify) | <input type="radio"/> |
| We have developed our own initiative (please specify) | <input type="radio"/> |

30. In what languages are courses available (current and concluded courses)?

| Language | Approximate number of courses |
|--|-------------------------------|
| Main language of instruction: <i>please specify</i> | |
| English, if it is not the main language of instruction | |
| Other | |
| Other | |
| Other | |

31. Who initiated the introduction of MOOCs at your institution? (multiple options)

| | |
|-----------------------------------|--|
| Institutional leadership | |
| Staff members | |
| E-learning unit or department | |
| External parties (please specify) | |
| Other (please specify) | |
| I do not know | |

32. What are the main motivations of your institution to introduce MOOCs? (please select and rank the top three options dragging and dropping the items in the box on the right)

| | |
|---|--|
| Increasing the international visibility and reputation of the institution | |
| Making use of funding opportunities that have been provided | |
| Student recruitment and pre-selection | |

Membership survey – Autumn 2013

| | |
|--|--|
| Supplement to or partial replacement of on-campus teaching | |
| Collaboration with other institutions and partners | |
| Providing courses for professionals or companies | |
| Reaching out to new learner groups (<i>please specify</i>) | |
| Providing more flexible learning opportunities for students | |
| Developing innovative learning and teaching methods | |
| Prospect of cost reduction | |
| Prospect of income generation | |
| Other: <i>please specify</i> | |

33. In the past academic year (2012-2013), how many students signed up for MOOCs that your institution offered? (*please give an estimate*)

| | | |
|---|------------|-----------|
| | Registered | Completed |
| The course with the highest participation | | |
| All courses total | | |

34. Please estimate the percentage of the following groups who participate in MOOCs at your institution: (*please ensure all percentages add up to 100%*)

| | |
|--|------|
| Students of your institution | |
| Students from the country in which your institution is located | |
| Students from other countries | |
| Total | 100% |

35. Do you collect and analyse data on MOOCs participants?

| | |
|---------------|--|
| Yes | |
| No | |
| I do not know | |

35.1. If yes to q 35, is there any particular insight that you would like to mention here? (*please elaborate*)

| |
|--|
| |
|--|

36. Does your institution use MOOCs in blended learning and/or to replace on-campus courses? (*please select an option for each item*)

| | | | |
|-------------------|-----|----|---------------|
| | Yes | No | I do not know |
| Blended learning | | | |
| On-campus courses | | | |

36.1. If yes to q 36, does this include your own MOOCs, MOOCs from other providers or both? (*please select one option*)

| | | | |
|-------------------|--------------|---------------------------------------|------|
| | Only our own | Only MOOCs offered by other providers | Both |
| Blended learning | | | |
| On-campus courses | | | |

37. Does your institution award credits for its MOOCs? (please select one option)

| | |
|---|-----------------------|
| Yes, to all students who complete the course | <input type="radio"/> |
| Yes, but only to students enrolled at our institution | <input type="radio"/> |
| Yes, but only after a competence-based assessment of the acquired knowledge | <input type="radio"/> |
| No, only a certificate of completion | <input type="radio"/> |
| No | <input type="radio"/> |
| Other (please specify) | <input type="radio"/> |

38. Does your institution recognise (with credits) MOOCs delivered by other institutions? (multiple options possible)

| | |
|--|-----------------------|
| Yes, if the student can show a certificate of completion | <input type="radio"/> |
| Yes, if credits have been awarded | <input type="radio"/> |
| Yes, but only in some disciplines | <input type="radio"/> |
| Students can get credit through our own examination processes or through a proctored exam (i.e. by a trusted external party) | <input type="radio"/> |
| No, but the question is under debate | <input type="radio"/> |
| No | <input type="radio"/> |
| Other (please specify) | <input type="radio"/> |

39. What are the strategic priorities of your institution concerning MOOCs for the future? (please select three priorities)

| | |
|---|-----------------------|
| Increasing the number of MOOCs | <input type="radio"/> |
| Decreasing the number of MOOCs | <input type="radio"/> |
| Diversifying MOOCs across disciplines | <input type="radio"/> |
| Reaching out to more learners or specific groups | <input type="radio"/> |
| Lowering the dropout rate in MOOCs | <input type="radio"/> |
| Diversifying teaching methods | <input type="radio"/> |
| Providing more possibilities of accreditation and recognition | <input type="radio"/> |
| Establishing partnerships with other universities | <input type="radio"/> |
| Establishing partnerships with businesses | <input type="radio"/> |
| Increasing the international visibility and reputation of the institution | <input type="radio"/> |
| Generating income (by the introduction of fees) | <input type="radio"/> |
| We do not plan on offering any more MOOCs in the future | <input type="radio"/> |
| Other (please specify) | <input type="radio"/> |

Results and contact information

40. Do you wish to receive the results of this survey?

| | |
|---|--|
| Yes, please send them to my email address | |
| Yes, please send them to the following email address: | |
| No | |

41. With regards to e-learning, is there anything you or one of your colleagues would like to share with others in the framework of an EUA event or a publication?

It could be...

- a contribution to how higher education teaching has been changing to better respond to students' learning needs, with e-learning as one of the means or drivers – what are the implications, e.g. for staff and students?
- the story how your institution achieved change in learning and teaching, and also how this impacted governance, internationalisation etc.
- the impact of institutional strategy or national strategies and policies, the added value of collaboration with external partners.
- or similar.

| | |
|-----|-----------------------|
| Yes | <input type="radio"/> |
| No | <input type="radio"/> |

If YES to q41->

41.1. Please describe the initiative:

Initiative 1:

| | |
|--|--|
| Name of initiative | |
| Short description | |
| What has been the particular achievement/lesson learned/success factors? | |
| Internet link | |
| Contact (if not yourself) | |

Initiative 2:

| | |
|--|--|
| Name of initiative | |
| Short description | |
| What has been the particular achievement/lesson learned/success factors? | |
| Internet link | |
| Contact (if not yourself) | |

Initiative 3:

| | |
|--|--|
| Name of initiative | |
| Short description | |
| What has been the particular achievement/lesson learned/success factors? | |
| Internet link | |
| Contact (if not yourself) | |

42. EUA is continuously working on providing interesting insights on this topic to its members. Would you be further interested in participating in EUA projects and activities related to e-learning? If yes, may we contact you or one of your colleagues?

| | |
|--|--|
| Yes, we are interested and you may contact me | |
| Yes, we are interested and you may contact another person at our institution | |
| No, we are not interested at all | |

End of the survey

Thank you very much for your time. If you want, you may go back to the questionnaire and make changes now.

When you are ready to submit the questionnaire, please click the **Submit** button below.

For any questions please contact HEPU-surveys@eua.be.

Glossary:

E-learning:

The term *e-learning* is used as a generic expression for all learning which is based on the use of information and communication technologies (ICT) to support learning and teaching. This may involve the use of a variety of technologies and tools to support learning in different contexts ranging from face-to-face settings, distance learning or a combination of both – usually called blended learning.

Online learning:

A form of educational delivery where learning takes place primarily via the Internet. Online learning can serve those who are geographically distant and do not have access to traditional classroom education. However, not only distance learners benefit from online learning: online learning is widely used as part of e-learning in primarily campus-based study programmes as well.

Blended learning:

A pedagogical model combining face-to-face classroom teaching and the innovative use of ICT technologies. Experts often associate blended learning with the redesign of the educational environment and the learning experience, thus contributing to the creation of a “community of inquiry”.

MOOCs:

MOOCs stands for massive open online courses. *Massive*, as there is generally no participation limit, thousands can enrol for the same course. *Open*, as they are accessible to a large public of learners: institutions usually do not require any formal entry requirement for registration and they are free of charge. The whole course is delivered *online*, including assessment and additional services (even though personal contact with other participants or tutors is a possibility).

Sources:

- Garrison, D. Randy, and Norman D. Vaughan, 2008, *Blended learning in higher education: Framework, principles, and guidelines*. San Francisco: John Wiley & Sons.
- European Distance Education Network (EDEN), 2001, *Higher Education Open and Distance Learning Knowledge Base for Decision Makers*. A study prepared for UNESCO, Information Society Division.
- Wikipedia article on e-learning <http://en.wikipedia.org/wiki/E-learning>