Disruption and Digital Transformation at Canadian Higher Education Institutions:

Findings from the
2025 Digital Learning Trends Survey

OUCeL Summer Institute

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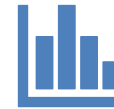
Presenter:

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Canadian Digital Learning
Research Association
Association canadienne de
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About the CDLRA

Non-profit organization

Annual pan-Canadian surveys since 2017

Research focuses on digital learning practices and trends in post-secondary education

What's new in 2025?

Digital Learning Trends Survey

- Results will inform the **2025 Pan-Canadian Report** (to be released in September 2025)

Emerging Technologies Survey

- Results will be presented at the first-ever (virtual) **Emerging Technologies Symposium** in November!

2025 Sponsors and Partners

2025
Pan-Canadian Digital Learning Trends Survey

Survey open from April 7– May 30, 2025

- **Canada:** 234 individuals representing 92 unique institutions

Participant roles included administrators (e.g., senior administrators, deans, and directors), teaching and learning leaders, instructional designers and educational developers, institutional researchers, library services staff, student support staff, and educational technology specialists.

2025
Survey Topics

- Modality Trends

- Faculty Preferences and Competencies

- Student Preferences

- OER

- Digital Learning Challenges

Institutions Face Growing Pressures

- Financial and enrolment pressures

- Student demand for more flexible offerings

- Factors associated with digital transformation

Digital Learning Trends: Modality Growth

Respondents expecting growth to some extent (modality)

	2025	2024	2023
More courses and/or programs offered in a hybrid format	68%	73%	80%
More courses and/or programs offered in a fully online format	63%	62%	69%
More courses and/or programs offered in a fully in-person format	45%	52%	58%
More courses and/or programs offered in a multi-access format	41%	51%	53%

Technology Use:
Faculty Preferences
(Others)

Perceptions of faculty preferences from those <u>who have not taught</u> in the past 12 months

All or most faculty at my institution:	2025	2024	2023
Are interested in adopting new technologies into their teaching practice	18%	38%	50%
Would like to have the option of teaching online some of the time	18%	36%	41%
Would prefer to teach entirely on campus	21%	42%	34%
Would prefer to teach entirely online	2%	5%	4%

Technology Use: Faculty Preferences (Self)

Self-preferences from those <u>who have taught</u> in the past 12 months

Agreement with the following statements	2025	2024	2023
I am interested in adopting new technologies into my teaching practice	92%	87%	86%
I would like to have the option of teaching online some of the time	78%	78%	73%
I would prefer to teach entirely on campus	28%	28%	35%
I would prefer to teach entirely online	40%	26%	23%
I would like the option of teaching multi-access courses (e.g., hyflex)	43%	not asked	not asked

Technology Use: Faculty Competencies (Other)

All or most faculty have the skills and know-how to effectively teach

Modality	2025	2024	2023
In-person courses with minimal technology integration	80%	88%	92%
In-person courses with substantial technology integration	19%	45%	52%
Hybrid courses	18%	39%	42%
Online courses	18%	23%	33%
Multi-access courses (e.g., hyflex)	5%	11%	12%

Technology Use:
Faculty Competencies (Self)

I have the skills and know-how to effectively teach:

Modality	2025	2024	2023
In-person courses with minimal technology integration	97%	91%	94%
In-person courses with substantial technology integration	80%	81%	78%
Hybrid courses	85%	88%	85%
Online courses	92%	88%	85%
Multi-access courses	58%	58%	50%

Technology Use: Student Preferences

- Student needs do not always align with their preferences.

- Student priorities differ by modality.

- Managing competing priorities is the top driver of student preferences for online and hybrid learning

Top Challenges

Respondents identified the following key challenges:

- The financial stability of their institutions

- Student enrolments

- Developing AI policies and strategies

- Academic integrity

Artificial Intelligence

Generative Artificial Intelligence (GenAI) has been at the forefront of discussions about academic integrity and teaching and learning practices for more than two years.

The tensions underlying the conversations about GenAI are not new.

2024:
Artificial Intelligence

In 2023, 19% of respondents who had taught over the past 12 months reported using GenAI to support teaching activities and 12% reported their use in student learning activities.

In 2024, these numbers rose significantly.

- 49% of respondents who had taught over the past 12 months reported using GenAI to support teaching activities
- 41% reported their use in student learning activities

2024 Technology Use: Most/Least Used

The type of technology most commonly used by respondents who taught over the last 12 months were online platforms (e.g., LMS) to facilitate interaction between faculty and students (90%).

The least commonly used were Extended Reality (XR) technologies (e.g., augmented reality, virtual reality) (3%).

Why does this work matter?

Thank you

We thank our sponsors, partners, and the respondents that participated in this study.

The CDLRA welcomes your insights and feedback:

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www.cdlra-acrfl.ca/publications

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