



BCcampus Needs Assessment and Stakeholder Survey for a B.C. Post-secondary Teaching and Learning Professional Development Resource

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Executive Summary

This report summarizes the project process and results of a stakeholder survey created and sent to B.C. post-secondary educational institutions in the winter of 2018. Post-secondary stakeholders were asked for feedback related to the potential development, by BCcampus, of a web-based professional development resource for B.C. post-secondary users (faculty, instructors, staff and administrators).

Overall, stakeholder respondents appear to be in favour of developing such a site and contributed many ideas regarding site features and functions as well as site use and content potential.

Background of Project

BCcampus supports the post-secondary institutions of British Columbia by carrying out complex and innovative projects related to teaching and learning practices.

BCcampus's core lines of service relate to:

- Open education
- Technology-enabled teaching and learning shared services, and
- Shared curriculum and learning resources

BCcampus hired the consultant, Beth Cougler Blom, to conduct a survey for faculty and staff from all BC post-secondary institutions to gather input and feedback on the creation of a web-based resource focused on professional development. It was envisioned that a web-based site could be used to capture learning and teaching events happening across the province so that institutions could share this information more effectively with each other.

BCcampus wanted to springboard this project off the success of the web-based Early Years BC resource, available at <https://earlyyearsbc.ca/>.

Beth was asked to make recommendations to BCcampus on the most appropriate and desired way forward on this initiative, based on the survey results, via this report.

Project Team

Team Members and Roles

Leva Lee from BCcampus participated in the project as project manager, Beth Cougler Blom was the consultant. Beth engaged a subcontractor, Karen Charlebois, to assist with survey

development and coding of data. Tracy Kelly and Michelle Glubke, both of BCcampus, were the internal client and project sponsor respectively.

Leva Lee additionally formed and worked with an advisory committee to inform the project.

Consultant Bio

Beth Cougler Blom is a self-employed British Columbia-based education professional (learning designer and facilitator) who works with client organizations mostly in the higher education and non-profit sectors. Beth has a Master of Education from The University of British Columbia and a B.A. from Wilfrid Laurier University.

Beth has worked with BCcampus as an occasional consultant/contractor for several years, possessing strong ties to the Facilitating Learning Online courses and having co-facilitated conference presentations with BCcampus staff at previous ETUG and Festival of Learning conferences. She additionally holds a casual part-time position as an instructional designer at Royal Roads University's Centre for Teaching and Educational Technologies (CTET).

Scope of Project

Project Stakeholders/Audience

In early meetings, it was determined that the main stakeholders for this project would be people who BCcampus anticipated would be in the roles of "learner" and "organizer" on the future website.

That is, a "learner" would be someone looking for professional development opportunities and an "organizer" would be someone who would post professional development opportunities on the site for learners to find. For both roles it was anticipated that faculty and staff who work at B.C. post-secondary institutions would be the main audience and, as such, the survey would be targeted at those individuals. Distinctions were made within the survey to gauge the needs of people who may be in these two roles when using the site, i.e. using the language "find opportunities" and "publicize opportunities".

Leva Lee formed an advisory committee for this project made up of people representative of the stakeholder group.

It was determined that students currently studying at BC post-secondary institutions and general members of the public would not be audiences to target for the survey, however it was stated that graduate students and members of the public might potentially use the future site.

Anticipated Use of Future Site

BCcampus indicated in early discussions with Beth that they wanted to find out from post-secondary stakeholders (faculty and staff) how they would use a site related to professional development.

Specifically, BCcampus wanted to know:

- From stakeholders who might be in the future “learner” role on the site:
 - what they would expect to find on a site
 - their priorities related to the future site’s content
 - desired features and functions of the site
- From stakeholders who might be in the future “organizer” role on the site:
 - what they might share on such a site
 - what would make it easy for them to contribute to it
 - desired features and functions of the site

Scope Constraints

A topic in early project discussions was around scope of the future site and the capacity of BCcampus to implement all recommendations that may be desired by survey respondents. We decided it was important to design the survey so that respondents would have to prioritize their responses in terms of desired features and functions of the site. We thought this would help BCcampus make determinations of what should and could be implemented now, in the first phase of the site, and what may be able to be implemented later, in future phases of the site.

Major Project Milestones

Date	Activity
Nov 22, 2017	Meeting between Beth Coughler Blom, Leva Lee and Michelle Glubke (BCcampus) to discuss the potential project
Nov 6 and 9	Submissions of proposal and revised proposal
Nov 23	Beth and Leva met to kick off project
Nov 24 – Dec 8	Creation of draft survey and input into LimeSurvey
Week of Dec 11	Draft survey sent out for piloting with volunteers from advisory committee and BCcampus internal people - with a deadline of Dec 22
Dec 22 – Jan 12, 2018	Revisions to survey based on pilot
Jan 15	Survey deployed with a deadline of Feb 2
Feb 3	Survey closed to respondents
Feb 5 – 27	Coding of survey results and writing final report
Feb 28	Submission of this final report

Project Deliverables

Major project deliverables included:

- Draft survey questions in Google Docs
- Draft online survey ready in LimeSurvey
- Final online survey ready in LimeSurvey
- Final report in Microsoft Word with accompanying raw data

Survey Design and Dissemination

Survey Software and Technical Details

BCcampus provided access to LimeSurvey to deploy the survey. We technically created two surveys in LimeSurvey which seamlessly were seen by respondents as one survey. One survey contained the main survey questions and the other contained the question which gathered respondents' names for entering the prize incentive draw. We disassociated the two surveys behind the scenes in LimeSurvey so that survey response anonymity could be maintained.

Survey Design

All individuals involved in the project had input to the design of the survey and development of survey questions, including the consultant, subcontractor, project manager, project sponsor and internal client. Leva received feedback from some advisory committee members after they piloted the survey and we made changes to the survey based on that feedback.

Survey Dissemination

The survey was sent out potential respondents in various ways through BCcampus. Beth was not involved in survey send out other than to generate and/or review and provide input to surrounding communication pieces. A prize incentive was offered to potential respondents (a one-day pass to the upcoming Festival of Learning).

Survey Deployment and Response Details

The survey was deployed on January 15, 2018 and closed almost three weeks later in the early morning of Feb 3, 2018. Beth gave regular updates to Leva while the survey was open about increasing survey responses.

The survey collected 326 responses in total, which included 129 full responses and 197 incomplete responses¹.

After the survey was closed, we randomly drew two winners – using a random Excel function – for the prize incentive in succession. (Note: the first declined because of already receiving a discounted admission to the Festival). There were 97 entries for the prize incentive draw.

Findings and Recommendations

Survey respondents came from all British Columbia public post-secondary institutions except six. The highest representation of respondents came from Douglas College. The highest percentage of respondents were faculty, followed second by educational development staff. There were no respondents that we can see from the data that were from indigenous organizations.

Over 80% of survey respondents said they would be interested in visiting the site to **find** professional development resources on a regular or semi-regular basis and just over half of survey respondents would be interested in visiting the site to **publicize** professional development resources on a regular or semi-regular basis.

Respondents indicated that it would be useful or very useful to be able to find and publicize learning opportunities related to teaching and learning topics in particular. They also want to be able to find organizational partners and find and publicize information about communities of practice. There was also a good deal of interest in being able to find learning opportunities related to other topics on the site.

Respondents want to be able to search by keyword, specific topic and broad category when attempting to find professional development opportunities on the site. They also want to be able to add events to their calendars (e.g. iCal, Google Calendar) and search by delivery mode (e.g. online/face-to-face/blended). There was also keen interest in being able to search by on demand/self-study opportunities, searching by date range and searching by interactive geographical map. A low level of interest was indicated for the options to print search results, save searches and share to social media platforms.

Regarding preferences of respondents around features that would be useful when publicizing professional development opportunities on the site, there was strong interest in all options, particularly being able to indicate a specific content topic, delivery mode, target audience, broad content category and having the ability to send alerts of new events to interested people.

While the data from the closed and matrix-type questions is very clear and has been summarized below, data from the qualitative, open-ended questions drew a wide variety of

¹ These terms are defined later in this report, see “Important Information Based on Survey Terminology and Calculations”

responses for each of the four questions. Qualitative responses have been organized in terms of themes within the relevant questions.

Additionally, some broad themes also emerged across the four qualitative questions when looking at them together. These were, in order of presence:

- a) suggestions for additional features and functions (some of which were already included in the matrix questions but there were also many new ideas) (approximately 63 comments)
- b) types of content that respondents hoped would be posted on the site (approximately 22 comments)
- c) types of resources that respondents would want to find on such a site if resource sharing were permitted (several mentions of the inclusion of open educational resource content here) (approximately 21 comments)
- d) using the site for collaboration and networking purposes, perhaps being able to reach out to others who were teaching or researching the same topic (approximately 18 comments).

There were also a number of comments related to ease of navigation and ideas for search functionality, particularly in response to question 4B. The general idea of including an events calendar – perhaps as a widget that could be embedded on institutional sites - was also mentioned several times across qualitative questions.

Even though access to resources was mentioned a number of times, as noted above, if we look at the percentage of people who contributed that type of comment out of the 129 complete responses to the survey, that theme was still around about 16% of qualitative comments, so not very high. Based on this, BCcampus could consider adding the ability for *interactive* resource posting and sharing by all site participants in a second phase of the site's development, but potentially not the first phase. However, the consultant sees the possibility of BCcampus adding *static* resources to the site in its first phase to respond to some stakeholders' comments, for example listing links to education-related professional associations, educational journals, existing communities of practice and websites which curate educational apps or tools. BCcampus could also enable post-event editing so that people publicizing professional development events could add resources and materials that were shared at the event (indicating OER status perhaps as well). Additionally, BCcampus could also consider adding in articles to its current newsletter (not related to this site) which respond to other contributed suggestions, e.g. highlighting new research on education or information about best practices in teaching. There are ideas within this data that do not necessarily have to be implemented on the PD site, they could be implemented by BCcampus in other ways.

Similarly, relating to the theme that arose regarding using the site for collaboration and networking purposes, these responses were around 14% of qualitative comments overall, so still fairly low. To respond to these suggestions, BCcampus could, in Phase 1 of the site development, enable *static* measures to spur collaboration and networking, e.g. including a checkbox on event posts where people publicizing events could indicate if they would like their name or address to be shared, allowing not just PD "events" (e.g. workshops or conferences) to be posted but people seeking partners for research and collaboration opportunities, listing

potential speakers and their topics for people to reach out to, or including links to the staff lists of people who work at BC teaching and learning centres. The second phase of the site could open the ability for more *interactive* collaboration and networking, such as discussion forum or internal site messaging areas.

Beth defers to BCcampus to further analyze the additional comments contributed around site features and functions, due to your expertise in this area and knowing what features and functions could be easily included in such a site.

Survey Results Overview

Location of Survey Raw Data

The survey questions and textual/graphical response data grids and charts can be found in the Appendices. They will also be attached to this report as separate files. The entire data set will also be attached to this report as an Excel spreadsheet.

Important Information Based on Survey Terminology and Calculations

In the following “Summarized Results by Survey Question” section you will see indicated how many people responded to each question. The total number is different for most questions.

LimeSurvey distinguishes between survey responses that were inputted by people who completed the entire survey (“complete responses”) and survey responses that were inputted by people who did not complete the entire survey (“incomplete” responses). Because of this, Beth decided to include both types of responses because no matter whether a respondent completed the entire survey or not, their responses to individual questions would still be important to see and consider.

Beth manually calculated the percentages shown in the next section so that they would be more meaningful than the percentages shown in the automatic tables provided by LimeSurvey (which you will see in the Appendices). The tables in the Appendices include “all responses” – which is “complete” and “incomplete” responses as well as “no answer” and “not completed/not displayed” responses. So, for almost every question, Beth removed the “not completed/not displayed” response numbers from the data and calculated percentages manually. Confusingly, it was not possible within LimeSurvey to pull data tables that included “complete” and “incomplete responses” but not “no answer” and “not completed responses”, however the graphs in the Appendices do show visuals that don’t include “not completed/not displayed” responses.

Here are the definitions for these different types of responses:

Definition of “Incomplete Response”

LimeSurvey defines an “incomplete response” as all responses (to the entire survey) that started but weren’t completed. A response started when the participant clicked “next” button in the survey, but did not click the “submit” button in the end.

Definition of “No Answer”

A question with no answer counts when the question was displayed but the participant hasn’t given an answer. This happens when the question is not marked as mandatory², was displayed, received no answer and the user clicked Next or Submit.

Definition of “Not Completed/Not Displayed”

A question with not completed/not displayed counts when the page containing the question was not displayed. This can be because of conditions, or just because the participant left the survey before this page was displayed (or just while this page is displayed but without clicking the Next button.)

² Note: All questions in this survey were set as “not mandatory”, i.e. they did not force respondents to submit responses. This decision was based on effective survey design and confirmed by the advisory committee. See <https://www.surveymonkey.com/curiosity/make-survey-questions-required/>.

Summarized Results by Survey Question

Question 1 (A1 on LimeSurvey): Which of the following most closely describes your role at a B.C. post-secondary institution?

There were 158 responses to this closed question.

Top respondent groups, in order, were people in these roles:

- Faculty/instructor (52 respondents = 32.9%)
- Educational development (28 = 17.7%)
- Other institutional staff³ (20 = 12.7%)
- Senior academic/administrative management (18 = 11.4%)

³ Note: Here 'other institutional staff' does **not** include staff from continuing studies, library, human resources, student services, or information technology as those roles were available as other response options to this question.

Question 2 (A2 on LimeSurvey): Which B.C. post-secondary institution are you primarily affiliated with?

There were 145 responses to this open-ended question⁴.

Respondents from **Douglas College** topped this list (39 respondents = 26.8%), followed by a tie between **Royal Roads University** and **University of British Columbia** (15 respondents each = 10.3%), **Simon Fraser University** (11 respondents = 7.6%) and **Langara College** (10 respondents = 6.9%).

One person in the survey indicated that they would prefer not to say which institution they were from and three people were from more than one institution. Two people were from B.C. private or non-profit post-secondary institutions (Trinity Western University and Quest University). One person was from a Washington State institution.

Correlating this data with the currently of B.C. public post-secondary institutions available from the British Columbia Council on Admissions and Transfer⁵, the following institutions did **not** submit any responses to this survey:

Colleges: College of New Caledonia, North Island College, Northwest Community College

Universities: University of Northern British Columbia

Institutes: British Columbia Institute of Technology, Nicola Valley Institute of Technology

There also were no respondents from indigenous institutions.

⁴ We intentionally left this question open-ended to allow for respondents from indigenous and private post-secondary institutions as well as public post-secondary institutions; it would have been a very long drop-down function to list them all.)

⁵ Available at <http://www.bccat.ca/system/psec>

Question 3 (B1 on LimeSurvey⁶): What functions of a professional development resource would be useful for you?

Response rate

There were 141 responses to this question.

Prioritized responses

Prioritized responses in the “Very useful” category only:

- Find learning opportunities related to teaching and learning topics (68 responses = 48.2%)
- Publicize learning opportunities related to teaching and learning topics (49 = 34.8%)
- Find organizational partners on professional development initiatives (44 = 31.2%)
- Find information about communities of practice (38 = 27%)
- Publicize information about communities of practice (31 = 22%)
- Individually network with others (27 = 19.1%)
- Find learning opportunities related to other topics (23 = 16.3%)
- Publicize information about fellowships and grants (18 = 12.8%)
- Find faculty job postings (16 = 11.3%)
- Publicize learning opportunities related to other topics (14 = 10.9%)
- Publicize faculty job postings (13 = 9.2%)

Prioritized responses combining the “Very useful” and “useful” categories:

- Find learning opportunities related to teaching and learning topics (115 responses = 81.6%)
- Find organizational partners on professional development initiatives (104 = 73.8%)
- Publicize learning opportunities related to teaching and learning topics (100 = 70.9%)
- Find information about communities of practice (94 = 66.7%)
- Find learning opportunities related to other topics (84 = 59.6%)
- Individually network with others (80 = 56.7%)
- Publicize information about communities of practice (66 = 46.8%)
- Publicize learning opportunities related to other topics (56 = 42.6%)
- Publicize information about fellowships and grants (54 = 38.3%)
- Find faculty job postings (45 = 31.9%)
- Publicize faculty job postings (34 = 24.1%)

Other notable data patterns

⁶ We set up LimeSurvey to have two sections of questions for the main survey, that’s why the first section’s questions begin with “A” and this section’s questions begin with “B”.

When sorting the data to see responses just from respondents in the faculty role, we can see that faculty contributed 49 responses to this question and 30 out of 49 of them (61%) thought it would be “very useful” or “useful” to be able to “find information about fellowships and grants”. 46% of faculty thought it would be “very useful” or “useful” to be able to “publicize information about fellowships and grants”.

46% of faculty thought it would be “very useful” or “useful” to “find faculty job postings” but just 31% thought it would be “very useful” or “useful” to “publicize faculty job postings”.

Question 3b (B2 on LimeSurvey): What other functions of a professional development web resource would be useful for you?

There were 80 responses to this open-ended question.

Response themes

There was a wide variety of responses to this question. Top themes that arose were:

- content and type of professional development opportunities that they would like to see advertised on the site (e.g. content around learning outcomes and assessment, teaching methodology, higher education policy, interdisciplinary topics, OER, international student support)
- resources that could be added to the site (e.g. links to scholarly research, articles, newsletters, online teaching tools and recommended educational applications)
- desire for sharing/collaborating/networking through the site (e.g. showcasing innovative projects, sharing materials and presentations, names and contact info of BC post-secondary teaching and learning centres)
- recommended web resource functions (e.g. calendar, find upcoming conferences, consistent colour scheme)
- sharing best practices across institutions

Colour-coded raw data for this question is included in the Appendices.

Question 4 (B3 on LimeSurvey): What features of a web resource would be useful for you to find professional development opportunities?

There were 134 responses to this question which included a small number of people who did not submit an answer to some of the matrix elements.

Prioritized responses in the “Very useful” category only:

- Search by keyword (82 responses = 61.2%)
- Search by specific topic (72 = 53.7%)
- Search by broad category (54 = 40.3%)
- Add events to my calendar (iCal, Google Calendar) (36 = 26.7%)
- Search by delivery mode (online/face-to-face/blended) (34 = 25.4%)
- Search by date range (32 = 23.9%)
- Personalize email alerts (32 = 23.9%)
- Search by on demand/self-study opportunities (30 = 22.4%)
- Search by interactive geographical map (29 = 21.6%)
- Print search results (27 = 20.1%)
- Save searches (25 = 18.7%)
- Share to social media platforms (Twitter, Facebook, Linked) (13 = 9.7%)

Prioritized responses combining the “Very useful” and “useful” categories:

- Search by specific topic (113 responses = 84.3%)
- Search by keyword (111 responses = 82.8%)
- Search by broad category (106 = 79.1%)
- Search by delivery mode (online/face-to-face/blended) (87 = 64.9%)
- Personalize email alerts (82 = 61.2%)
- Search by on demand/self-study opportunities (82 = 61.2%)
- Search by date range (78 = 58.2%)
- Add events to my calendar (iCal, Google Calendar) (77 = 57.5%)
- Search by interactive geographical map (75 = 56%)
- Print search results (62 = 47%)
- Save searches (61 = 45.5%)
- Share to social media platforms (Twitter, Facebook, Linked) (49 = 36.6%)

Other notable data patterns

For the last three features indicated above – print search results, save searches and share to social media platforms – more people contributed responses in “not at all useful” and “somewhat useful” than they contributed to the “useful” and “very useful” categories.

Question 4b (B4 on LimeSurvey): What other features of a web resource would help you find professional development opportunities?

There were 50 responses to this open-ended question.

Response themes

Themes that arose out of this question were:

- Comments related to special features or features for future consideration (22 comments), for example:
 - Searching by length of event
 - Reminder feature
 - Recommendation or rating feature
 - Calendar of upcoming events
 - Searching by institution name
 - Social network connecting tool
 - Tagging
 - Ability to search by cost
 - Monthly calendars sent via email
 - Listserve
 - Credential tracking feature
- Comments related to search functions/ease of use (10 comments), e.g.
 - Good searching
 - Up-to-date
 - Easy to navigate
 - Avoid jargon
- A resources feature (e.g. including a book list, links to other sites that advertise opportunities/resources) – 4 comments
- Networking opportunities – 1 comment

Colour-coded raw data for this question is included in the Appendices.

Question 5 (B5 on LimeSurvey): What features of a web resource would be useful for you to publicize a professional development opportunity?

There were 130 responses to this question which included people who did not submit an answer to some of the matrix elements.

Prioritized responses in the “Very useful” category only:

- Indicate a specific content topic (e.g. teaching online, change management) (58 responses = 43.9%)
- Indicate delivery mode (online/face-to-face/blended) (42 = 32.3%)
- Indicate a target audience (38 = 29.2%)
- Send alerts of new events to interested people (31 = 23.8%)
- Indicate a prerequisite requirement (31= 23.8%)
- Indicate a broad content category (e.g. teaching and learning, leadership development) (30 = 24.6%)
- Preset geographical lists for B.C. cities/regions (25 = 18.9%)
- Share to social media platforms (Twitter, Facebook, LinkedIn) (22 = 16.9%)

Prioritized responses combining the “Very useful” and “useful” categories:

- Indicate a specific content topic (e.g. teaching online, change management) (102 responses = 78.5%)
- Indicate delivery mode (online/face-to-face/blended) (99 = 76.2%)
- Indicate a target audience (97 = 74.6%)
- Indicate a broad content category (e.g. teaching and learning, leadership development) (94 = 72.3%)
- Send alerts of new events to interested people (88 = 67.7%)
- Indicate a prerequisite requirement (87 = 66.9%)
- Preset geographical lists for B.C. cities/regions (77 = 59.2%)
- Share to social media platforms (Twitter, Facebook, LinkedIn) (63 = 48.4%)

Other notable data patterns

For all of the features mentioned in this question, more respondents chose the combined “useful” and “very useful” categories than chose the combined “somewhat useful” and “not very useful” categories.

Question 5b (B6 on LimeSurvey): What other features of a web resource would help you publicize professional development opportunities?

There were 29 responses to this open-ended question.

Response themes

Themes that arose out of this question almost related to suggested additional specific features to publicize events, e.g.:

- Static URL for an event
- Clearly defined categories/tick boxes
- Include links to events, including registration links (EventBrite)
- Templates for different types of postings
- Easily shared format to social media platforms and newsletters
- Event calendar
- WordPress, search engine optimization
- If the web resource interfaced with a consistent page or feed at all the B.C. institutions
- Free and low cost category
- Easy to navigate categories
- Self-identification of openness; Creative Common tags
- Related mail list

Colour-coded raw data for this question is included in the Appendices.

Question 6 (B7 on LimeSurvey): How often would you access a professional development resource?

There were two parts to this question; respondents were asked about how often they would access the resource to **find** and to **publicize** professional development opportunities.

*Accessing to **find** opportunities*

There were 123 responses to this question from people who chose a meaningful answer. Not completed, not displayed and no answer respondents are not included in this total.

Most respondents (67 = 54.5%) answered that they would access the resource to find opportunities “once or twice per month”. 34 respondents (27.6%) answered that they would access “every few months or so”. So, this means a combined 82.1% of survey respondents would be visiting the site on what we could consider a regular or semi-regular basis to find opportunities.

21 respondents (17.1%) answered that they would access “weekly” and just 2 respondents said that they would access “never”.

*Accessing to **publicize** opportunities*

There were 123 responses to this question from people who chose a meaningful answer. Not completed, not displayed and no answer respondents are not included in this total.

Most respondents (35 = 28.5%) answered that they would access the resource to publicize opportunities “every few months or so” and 29 respondents (23.6%) answered “once or twice per month”.

26 respondents (21.1%) answered that they would access the site to publicize opportunities “once per year” and 25 (20.3%) respondents said that they would access “never” to publicize opportunities.

A small number (10 respondents = 7.75%) answered that they would access “weekly”.

So, this means a combined 52.1% of survey respondents would be visiting the site on what we could consider a regular or semi-regular basis to publicize opportunities. However, 41.4% would be very infrequent “publicizers” or would not visit the site at all to publicize opportunities.

From this question we can likely conclude that many more people are interested in being able to find opportunities on the site than publicize them, but that there is still enough interest in publicizing to make the site a viable option.

Question 7 (B9 on LimeSurvey⁷): Do you have any other suggestions for a professional development web resource?

There were 18 responses to this open-ended question.

Response themes

The most answers to this question were about additional suggested features and functions of the site. Respondents suggested:

- Having clarity around audience and intent
- Showcasing completion of activity
- Social networking groups
- Carpool/travel arrangements
- Phone app
- Embed calendar on institutional website
- Email subscription list
- Attribute-based perceptual map about web artifacts on the site

A couple of respondents contributed ideas about resources and site content.

Raw data coded into colour categories is provided below in the Appendix.

⁷ Note that there isn't a B8 on LimeSurvey; the question numbering skips from B7 to B9. This was probably due to a deletion of a question during development.

Appendices

Survey Questions

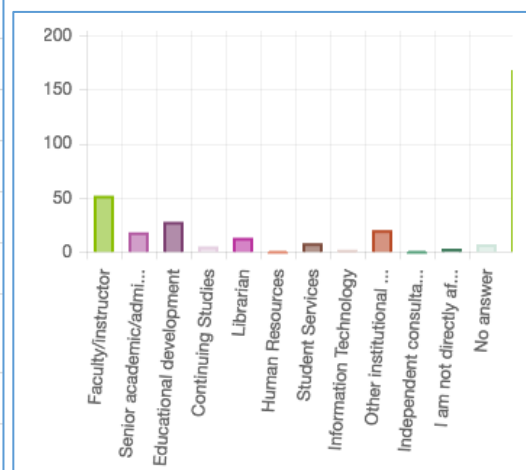
Survey questions as they were presented in the survey are attached to this report as a separate PDF document.

Survey Raw Data

Note: The text tables in this section show all responses – complete and incomplete. The bar charts show “no answer” responses but do not show “not completed or not displayed” information. (Again this means that the charts do not show data for respondents who never even saw this question because they left the survey before they got to this question, for example, but the text tables do.)

Question 1 (A1): Which of the following most closely describes your role at a B.C. post-secondary institution?

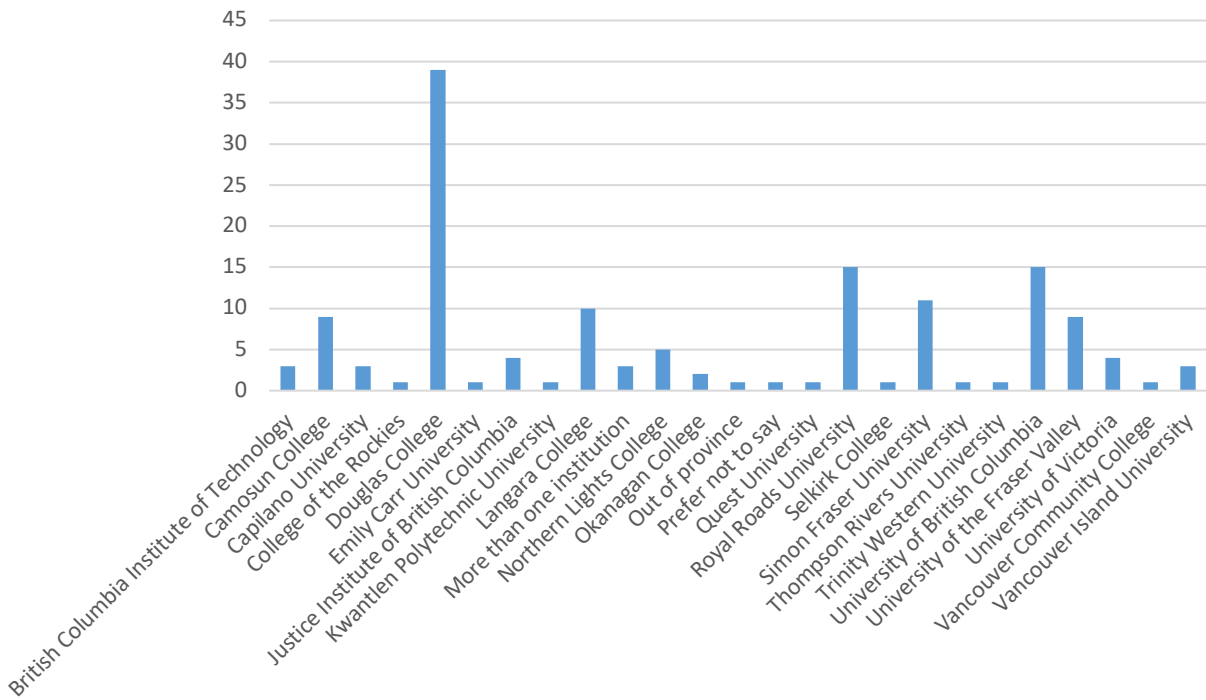
Field summary for A1		
Which of the following most closely describes your role at a B.C. post-secondary institution?		
Answer	Count	Percentage
Faculty/instructor (A1)	52	15.95%
Senior academic/administrative management (A2)	18	5.52%
Educational development (A3)	28	8.59%
Continuing Studies (A4)	5	1.53%
Librarian (A5)	13	3.99%
Human Resources (A6)	1	0.31%
Student Services (A7)	8	2.45%
Information Technology (A8)	2	0.61%
Other institutional staff (A9)	20	6.13%
Independent consultant/educator (A10)	1	0.31%
I am not directly affiliated with a B.C. post-secondary institution (A11)	3	0.92%
No answer	7	2.15%
Not completed or Not displayed	168	51.53%



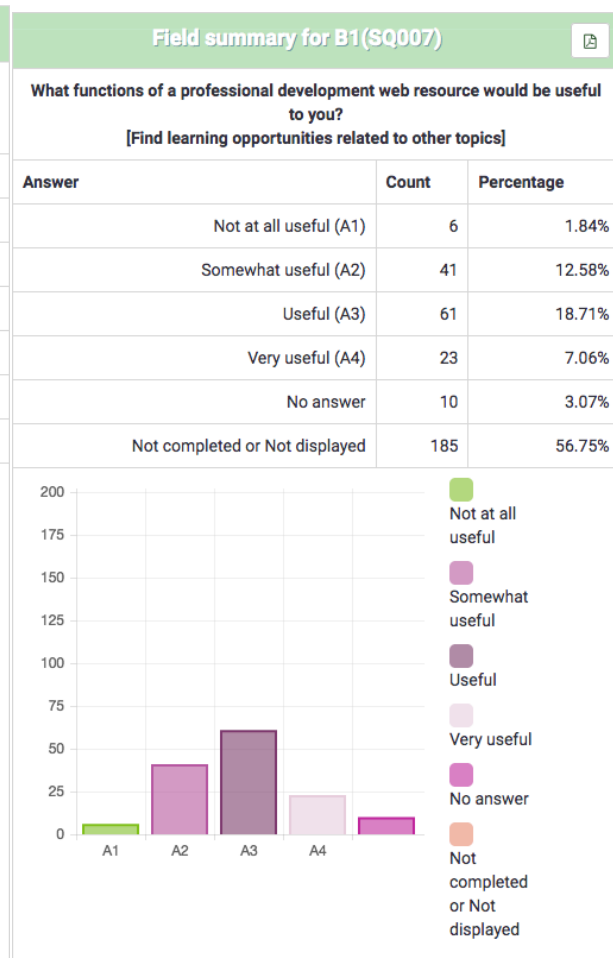
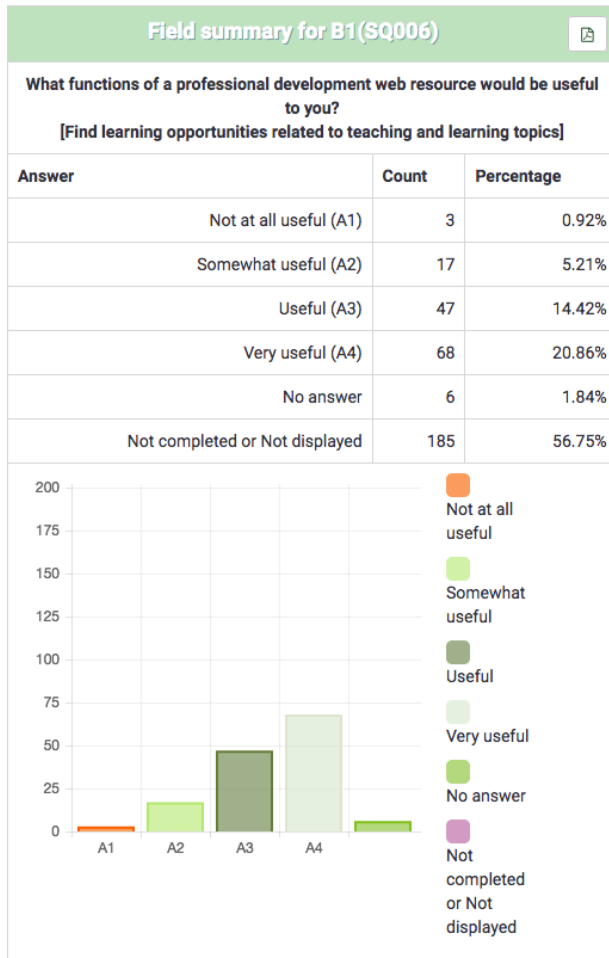
Question 2 (A2): Which B.C. post-secondary institution are you primarily affiliated with?

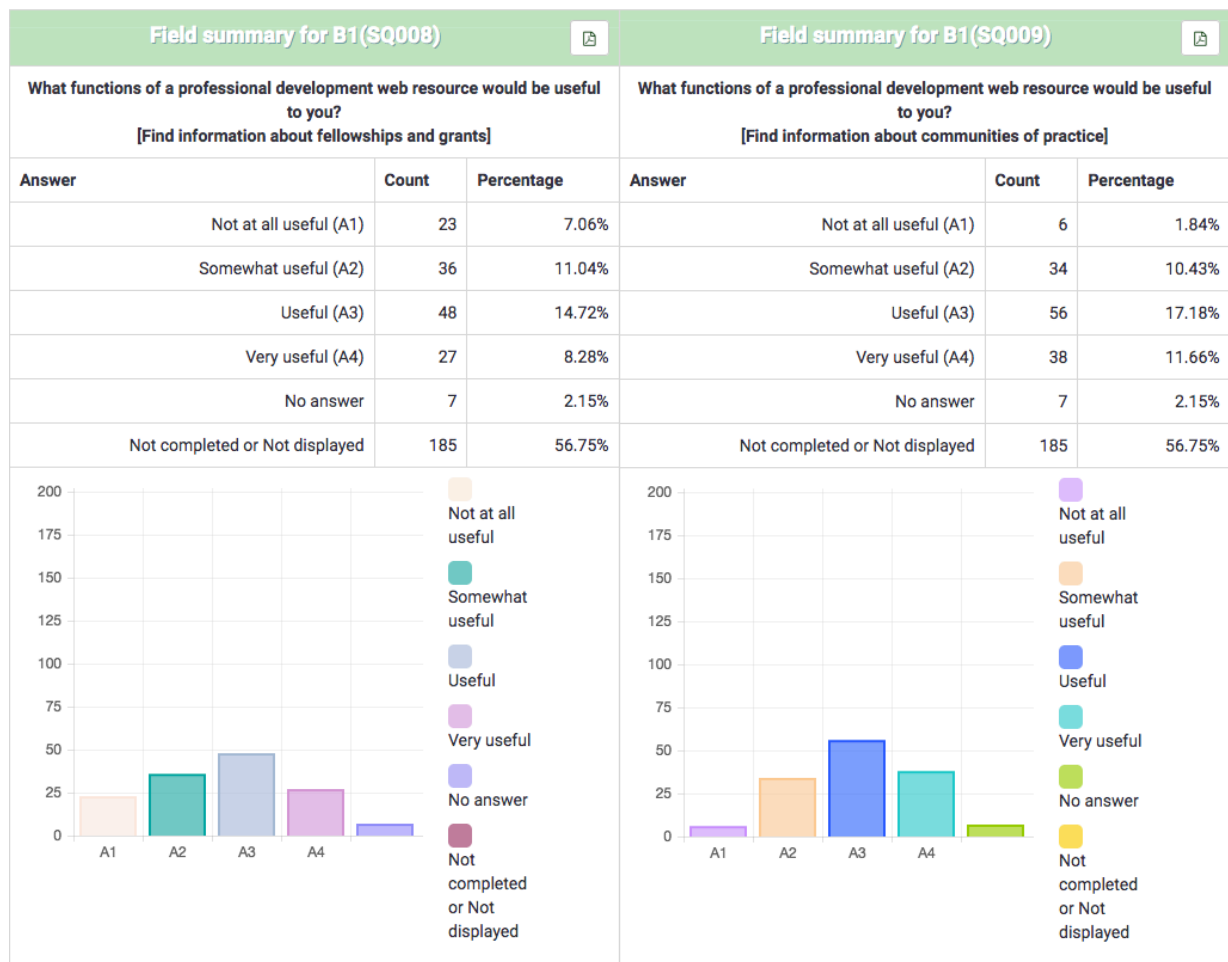
Douglas College	39
University of British Columbia	15
Royal Roads University	15
Simon Fraser University	11
Langara College	10
University of the Fraser Valley	9
Camosun College	9
Northern Lights College	5
University of Victoria	4
Justice Institute of British Columbia	4
Vancouver Island University	3
More than one institution	3
Capilano University	3
British Columbia Institute of Technology	3
Okanagan College	2
Vancouver Community College	1
Trinity Western University	1
Thompson Rivers University	1
Selkirk College	1
Quest University	1
Prefer not to say	1
Out of province	1
Kwantlen Polytechnic University	1
Emily Carr University	1
College of the Rockies	1

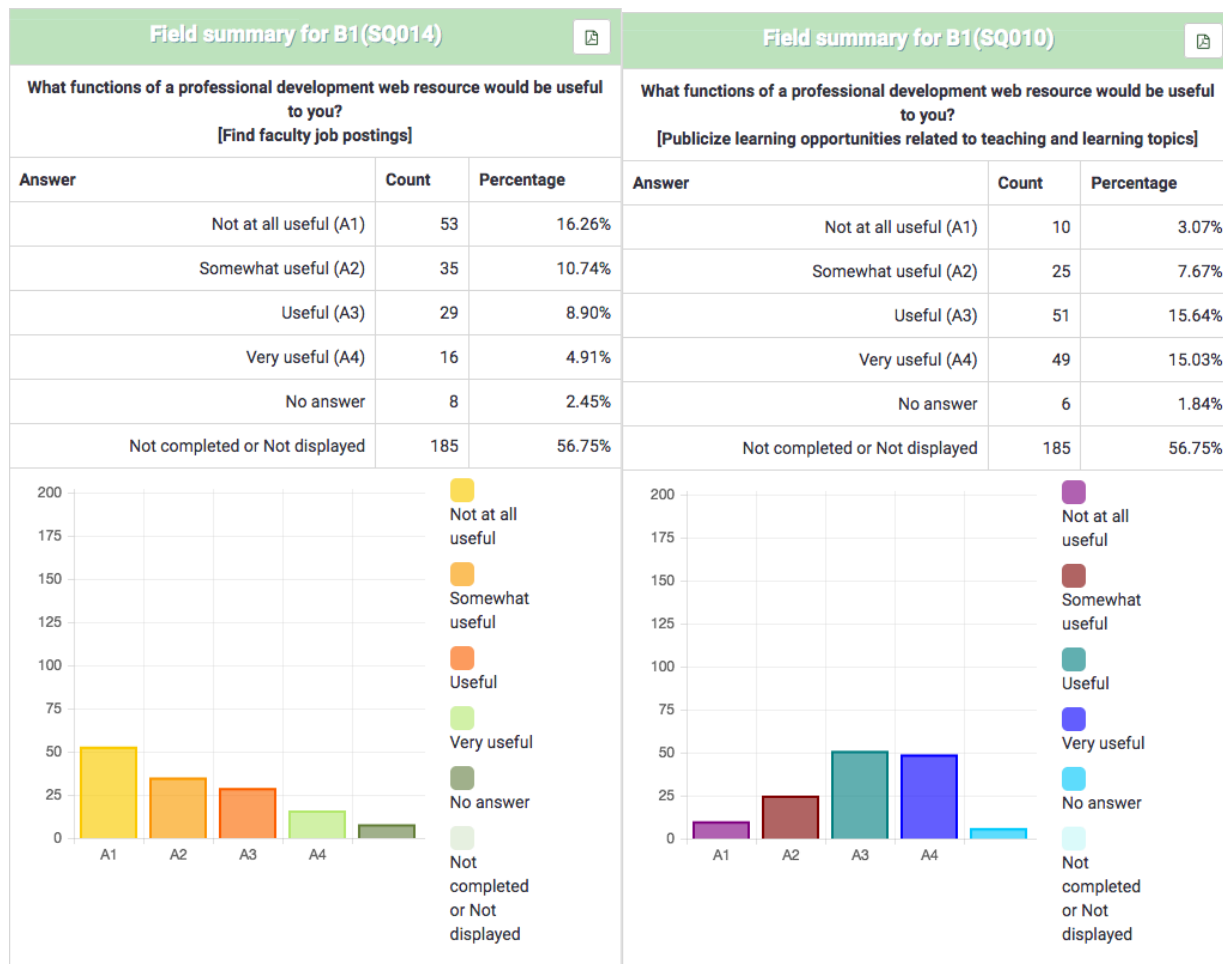
Which BC post-secondary institution are you primarily affiliated with?

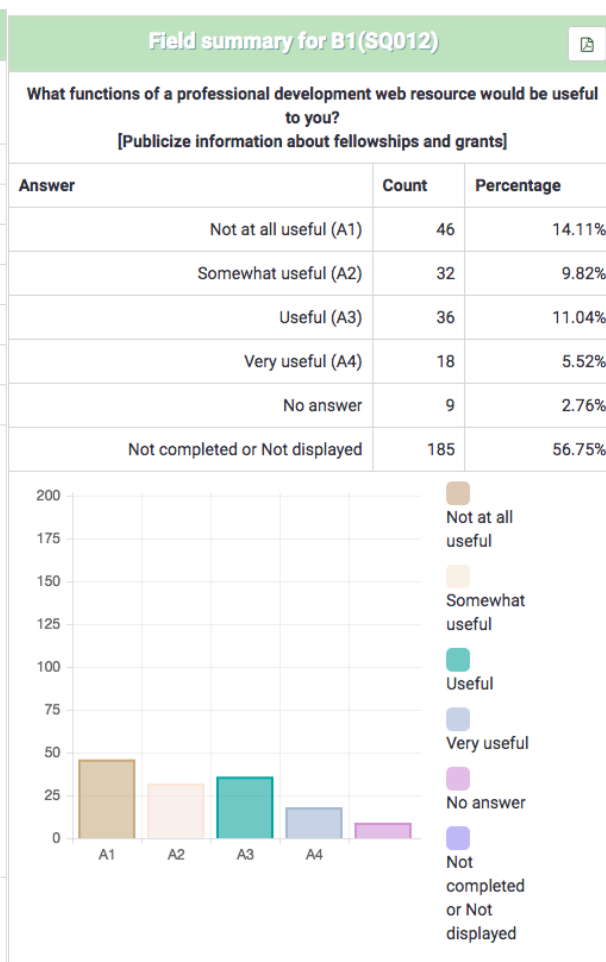
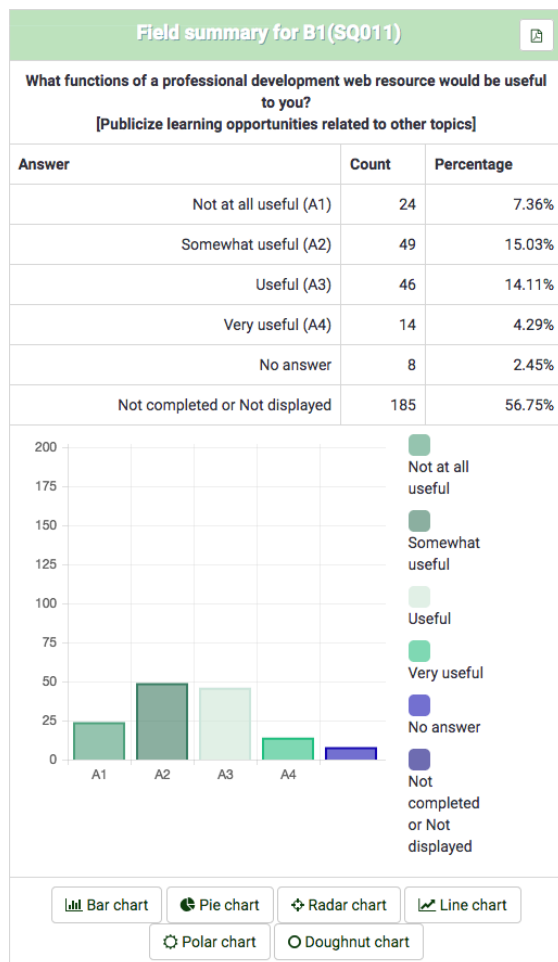


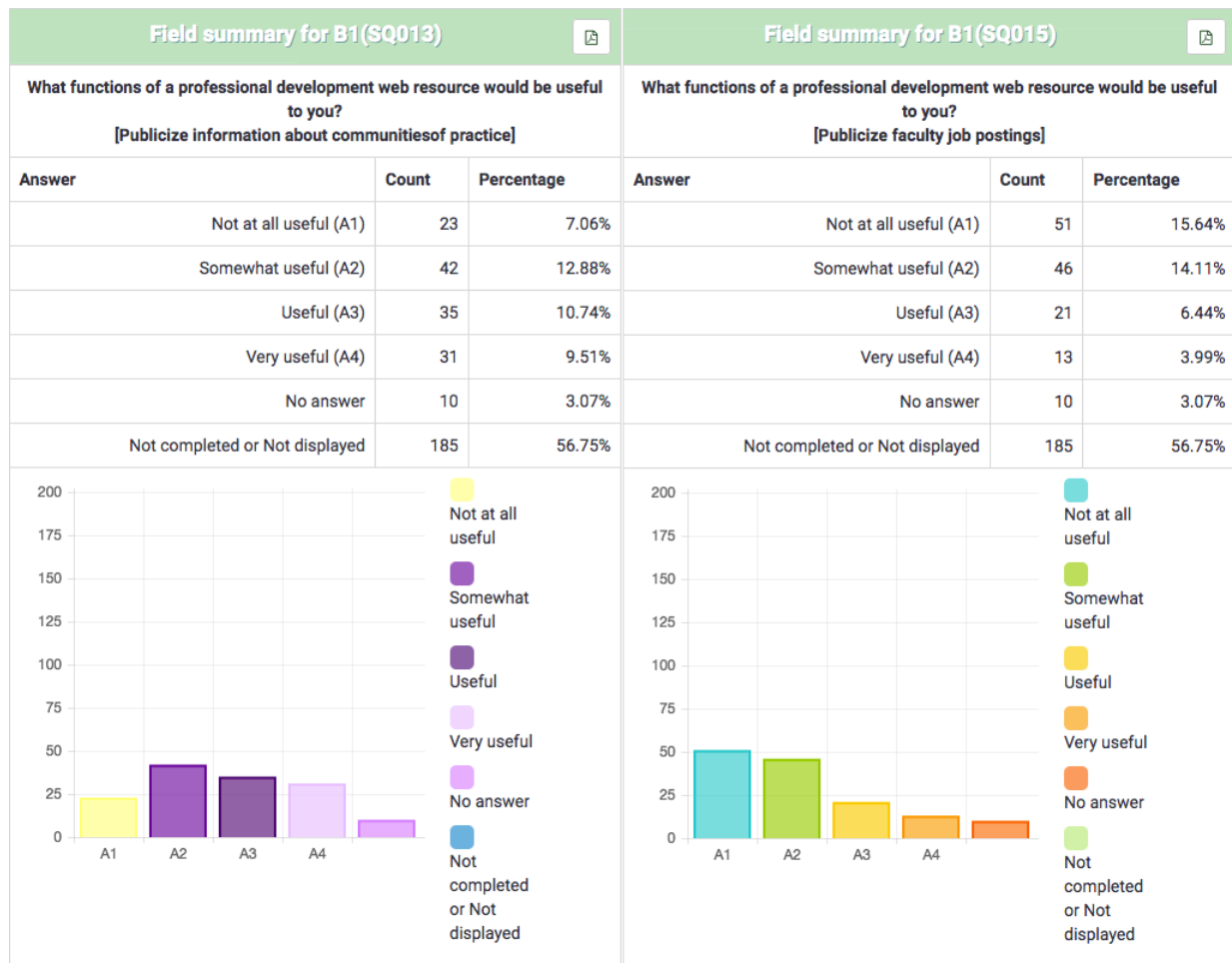
Question 3 (B1): What functions of a professional development web resource would be useful for you?

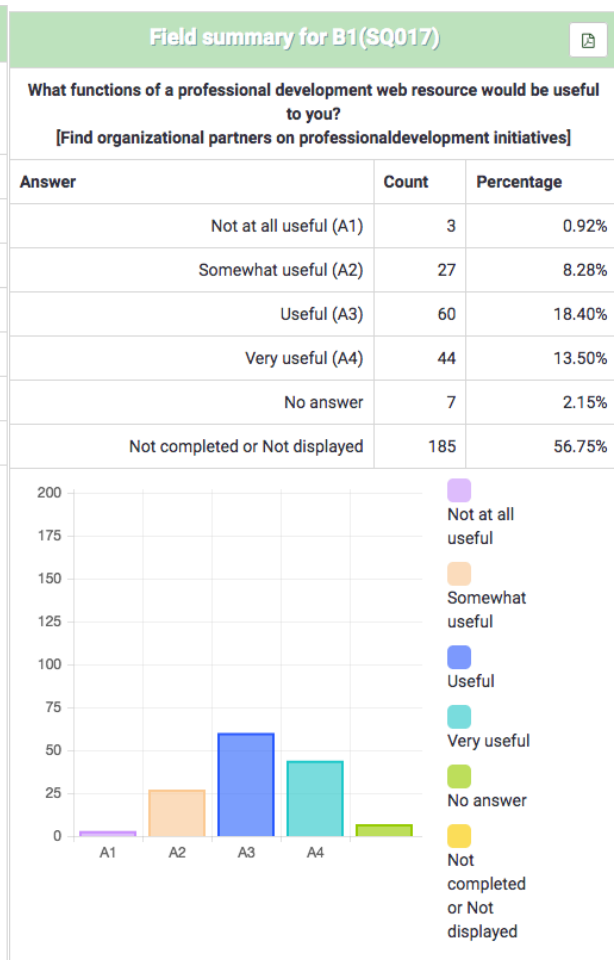
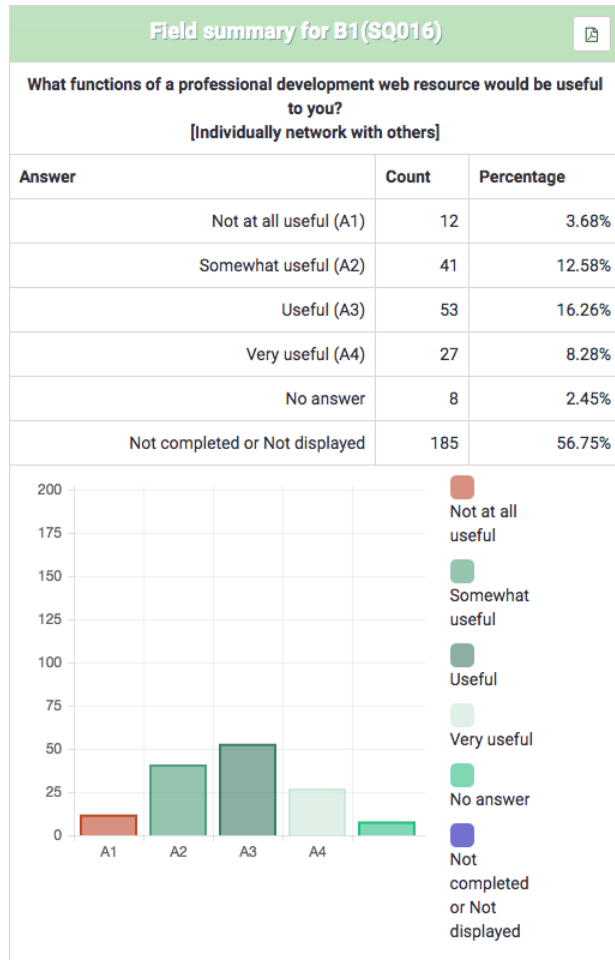












Question 3B (B2): What other functions of a professional development web resource would be useful for you?

The top responses fell into these categories:

Content of PD opportunities	#1	19 responses
Resources	#2	18 responses
Space to share/collaborate network/networking	#3	16 responses
Functions of web resource	#4	6 responses
Best practices		4 responses
Credential tracking		3 responses

Answers that weren't substantive were left in white.

Data:

Showcase best practices

Single list of all BC learning/edtech conferences?

Recommended articles/studies/pre-publication research
maybe links to newsletters, websites etc.

List of research ideas from other institutions for potential exploration.

List of most used or best liked educational apps.

Best practices tips from others.

Grab and go course material.

to be honest I wasn't clear on what the last question was getting at - what is the difference between "find information on grants" and "publicize information on grants"?

Political advocacy to advance higher learning.

No one resource will be able to provide for context specific learning requirements.

Space to share experiments, successes, and failures.

Hours / credential tracking for required PD hours - similar to what the CPA and LSBC websites do for those professionals.

I'd like a space to showcase innovative projects.

Inspirational articles on the scholarship of teaching and learning

Maybe certification programs

Your comprehensive list on previous page captured everything I can think of.

As someone who sometimes facilitates PD workshops, seeing what others are doing and possibly re-using their materials (if openly licensed) would be really valuable. We could get good ideas from what's happening on other campuses. So, a place to share descriptions of and materials from PD events, if people wish, could be useful. I don't know how many people would actually take the time to share, though.

Can't think of any more!

A stream of activities that I can take that would result in a form of accreditation (certificate, etc.) to show an area of emerging expertise.

Workshops and webinars related to the following:

1. Quality assurance processes
2. BC Ministry of Advanced Education, Skills & Training standards, guidelines and updates
3. Higher education policy development
4. Trends in higher education policy
5. Learning outcomes and assessment

A place to share information gained at opportunities

A way to connect with others to see who might be attending a conference or event
online courses related to post-secondary teaching and learning, collaborative opportunities for SoTL projects

Links to curated resources

opportunities to collaborate with others around specific topics (for research, learning, presentations, communication channels)

Not sure

questions section: to find where I can find the resource to linked to my interest

Research on various technology tools to enhance your courses, online and face to face

providing ideas & contact info related to topics which touch not only on more 'traditional' PD but also topics often seen as somewhat peripheral or interdisciplinary. Something which might inform my practice in unexpected ways.

Current and future Ed Tech possibilities and user feedback

Getting to meet other people who have similar responsibilities and compare notes.
Discussion area

place to contribute/find open educational resources relevant to teaching and learning.

Good search functionality

Opportunities for mentorship across institutions; shared access to best practices and other resources so individuals within various institutions/departments aren't continuously recreating the wheel; online (recorded?) access to seminars and conferences delivered by institutions for those who can't obtain funding; a forum where academics and administrative professionals can ask questions and receive feedback (again, on best practices, ideas, problem-solving, etc.).

Access to scholarly research about teaching and learning, general theory of adult education and practice, how to support and inspire good/better teaching practices in experienced teaching staff

PD opportunities for learning from across Canada, but specifically in BC. A specific section for Indigenous PD opportunities.

You have covered all the choices

Sharing materials-slides from presentations and workshops; a contact list for guest speakers and their topics

Curriculum help

Modules that cover material critical to including more Aboriginal content in syllabi - topics such as reconciliation, Indigenous-settler relations, Aboriginal land title, and consultation with First Nation communities - and accompanying information on *how* to teach this content accurately and respectfully. Additional module resources, such as readings, websites and evaluation tools, would also be useful.

Data and database management for Learning Technologists and staff.

Events calendar for relevant events at different institutions around BC

Document bank with sample templates for project descriptions and proposals, FAQ sheets for common T&L processes and concepts

Resources, strategies, and or a place to share resources and strategies with like-minded individuals about teaching and learning practices or faculty development initiatives.

co-op opportunities with other institutions

Encourage, invite, and involve educators who are not currently familiar with the BCcampus "community".

See what offerings are happening across BC over the year, BC offerings calendar

Examples of Science based lab and research activities for undergrad

Links to conferences in North America which deal with the teaching methods, teaching practices, open ed resources, and technology in the classroom.

Having a list of faculty who are "content specialists" in various aspects of education i.e. blended learning models or communities of practice. Sometimes it is easier to have a direct email to have someone point you in the right direction

Including a current staff directory for post-secondaries, including job titles, would be extremely useful. Oftentimes we need to reach out to other institutions and don't know who would be the appropriate person to contact. This directory would certainly help.

Information on logistics of setting up a professional development activity - what needs to be done when and by whom

I'm not yet sure...but open to learning more

My personal PD is quite focused. I would use a web resource to search for information about a specific topic such as "how to engage learners in an online discussion board using Blackboard or Moodle".

I would use it to find about upcoming conferences.

Resources

A centralized, searchable database of professional development workshops and webinars. Primarily Canadian, but extended to include US and other international events.

Regular news letter with teaching/ PD tips.

Information about who locally is using what teaching strategies, in case we can connect locally for ideas

Webinars (including recorded webinars), discussion groups, annotated bibliographies on particular topics.

Nothing I can think of at the moment.

highlight new research on education (eg: teaching millennials, working with students with disabilities, etc).

International Student Support

Best Practice tips, tools, implementation strategies related to the application of those B.P. tips and tools. Also exemplars (if any) of those B.P. accessible as an OER

Tools for non discipline specific topics, i.e. a province wide citation guide for APA, MLA, Chicago , etc.

Links to scholarship of learning and teaching, esp. in Canada

Online teaching tools, changes in education

Workshops on open access & scholarly communication

A system for reviews on teaching and learning resources that are identified and listed in a categorized system so one could easily find teaching and learning activities to register for/take part in. Reviews could be on written material, webinars, courses, etc.

Easy to navigate online, consistent color scheme

Strategies and tools related to emerging trends, a place for discussion to connect and ask questions of others in the network

ask an expert; webinars around teaching and learning development; repository of resources, tools, examples for teaching, assessment, evaluation etc.

Teaching methodology, evaluative contents/style

Something to log into without being inundated with emails.

In regard to Trades instruction, the ability to resource online material and programs that can be used as PD and or continuous improvement.

Register for events, track my history of registrations or even being able to save items of interest to a basket.

Access post event presentation slides, webinars, follow up.

Links to learning objects or independent learning opportunities (i.e. canned videos/courses)

Videos and mentors and samples

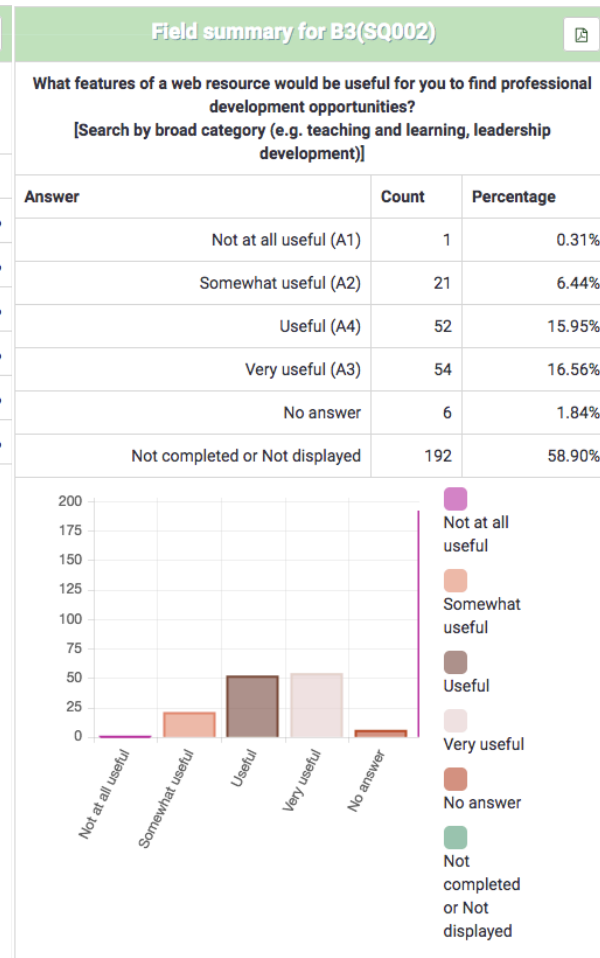
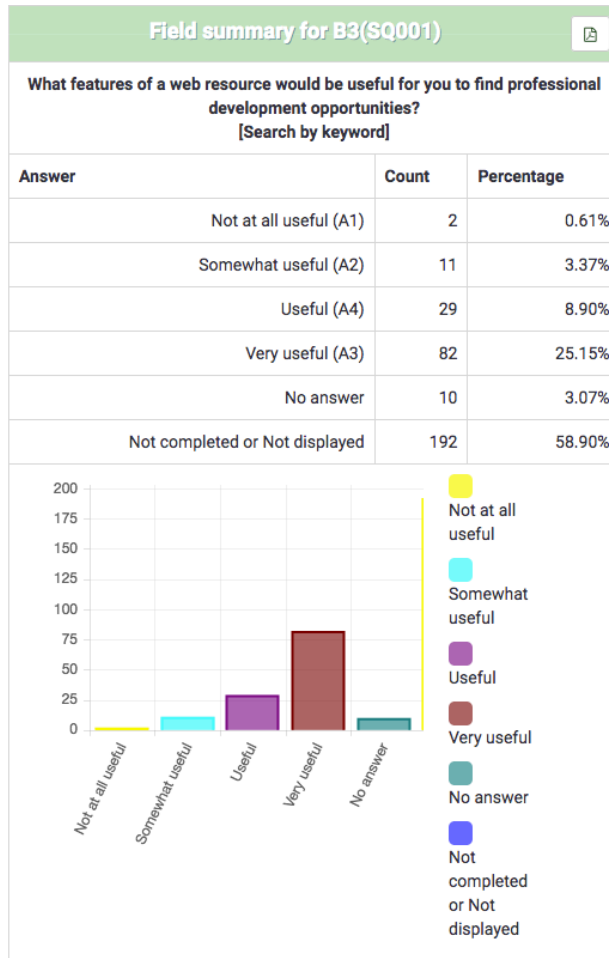
Conferences, events

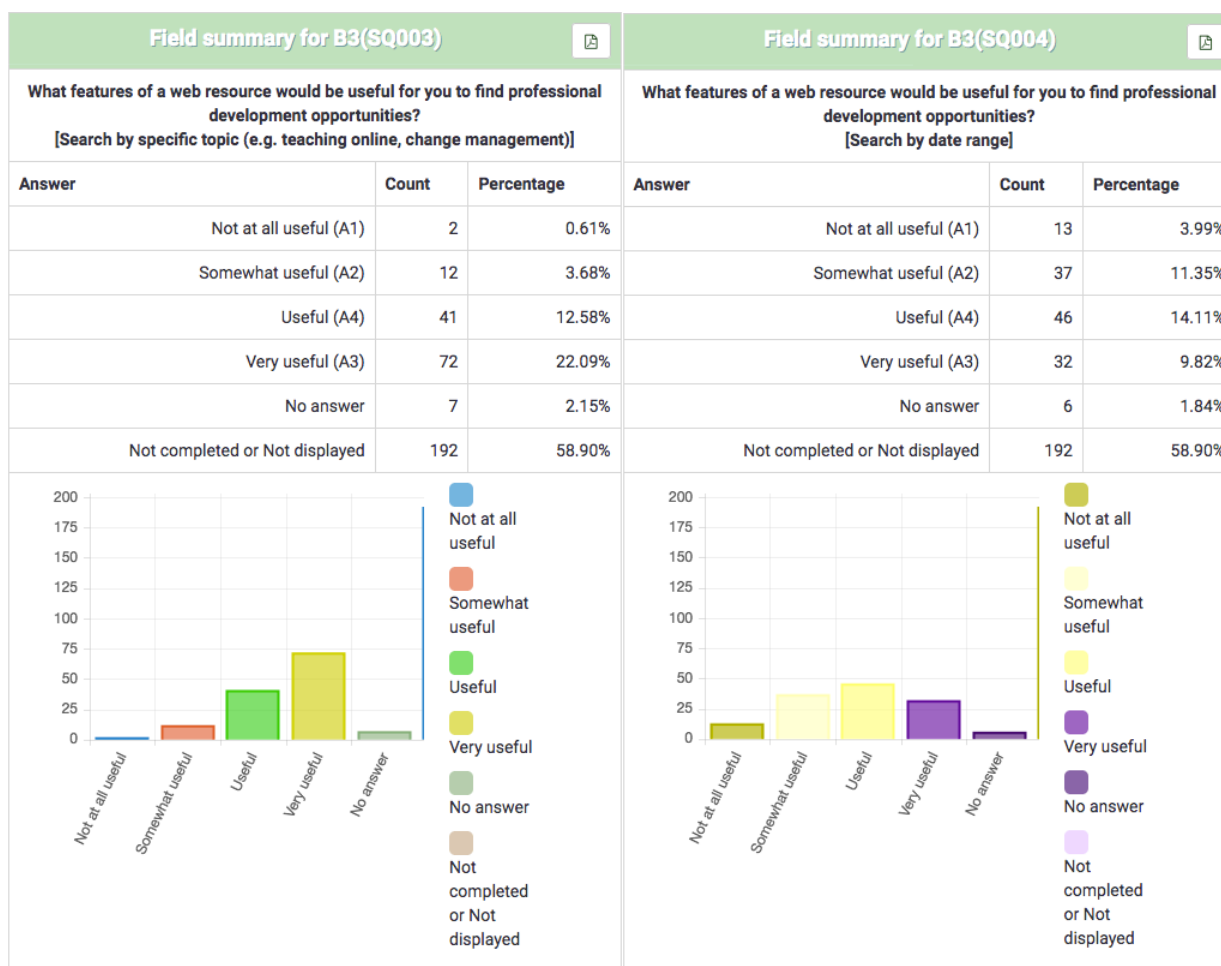
A comprehensive list of, links to BC Post-secondary Teaching and Learning Centres, Committees, Networks, etc., including staff members/membership names and contact info, and related services, programs, activities, calendar of events.

workshops held at any one institution could be advertised on this website and they could be open to possibly all (eligible) faculty in the province, perhaps? this would foster greater collaboration between faculty at different institutions and we could meet more often than only at articulation time (May-June).

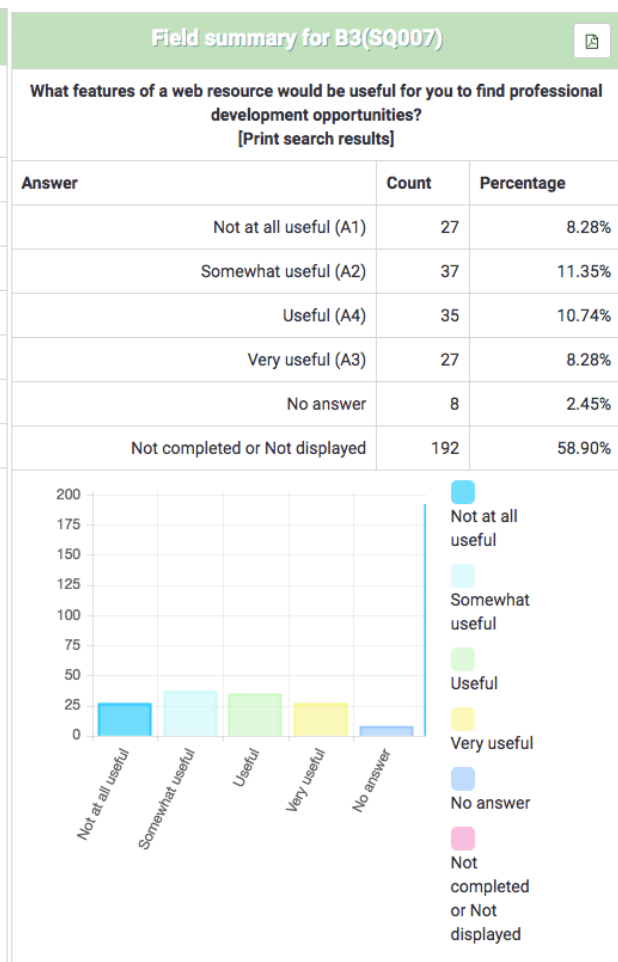
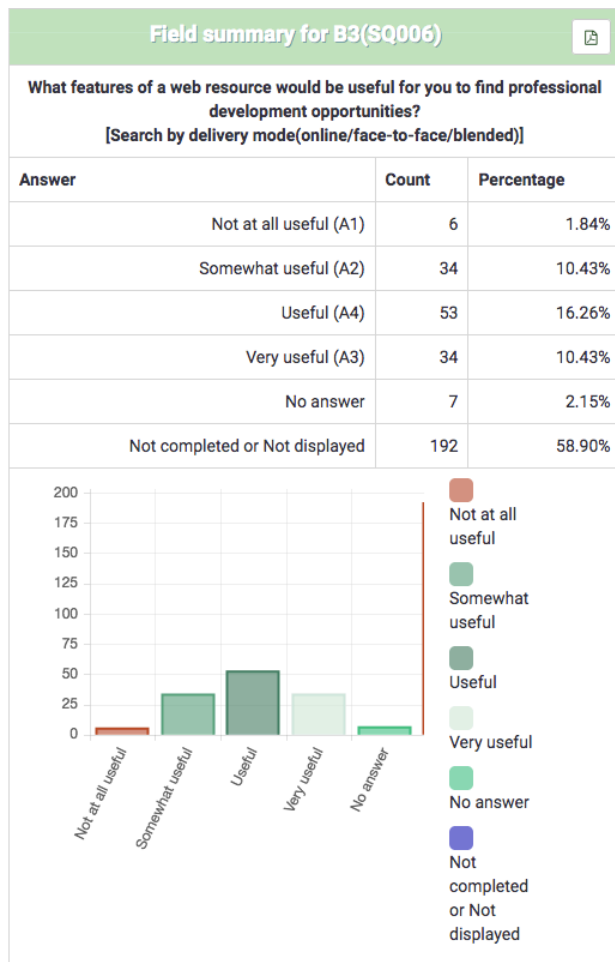
Webinars and training, interdisciplinary opportunities

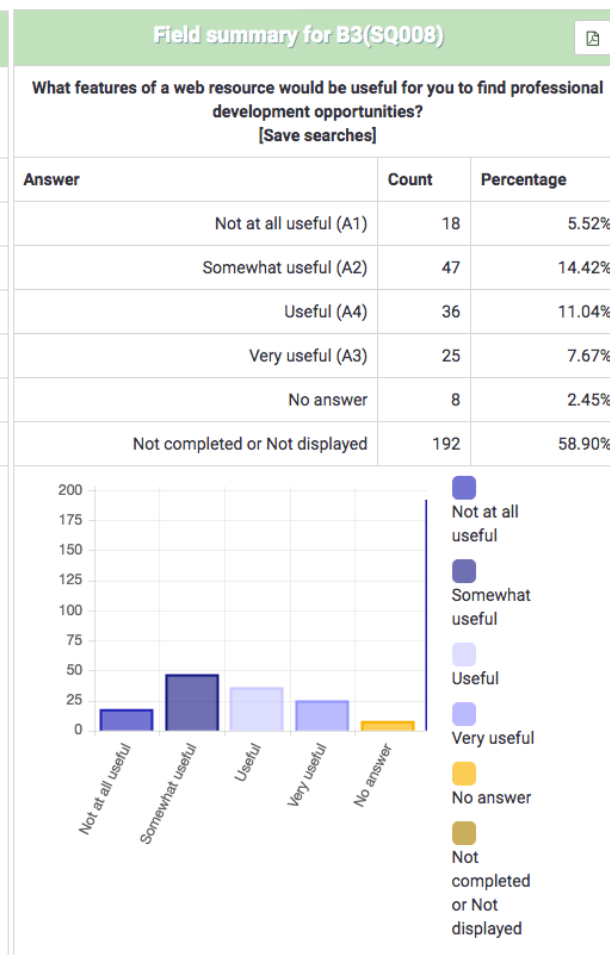
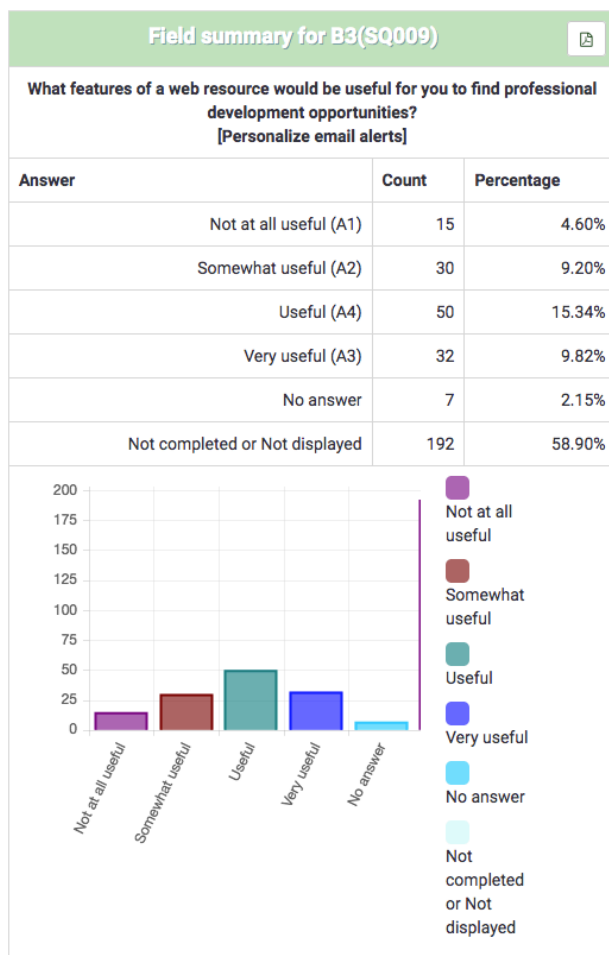
Question 4 (B3): What features of a web resource would be useful for you to find professional development opportunities?

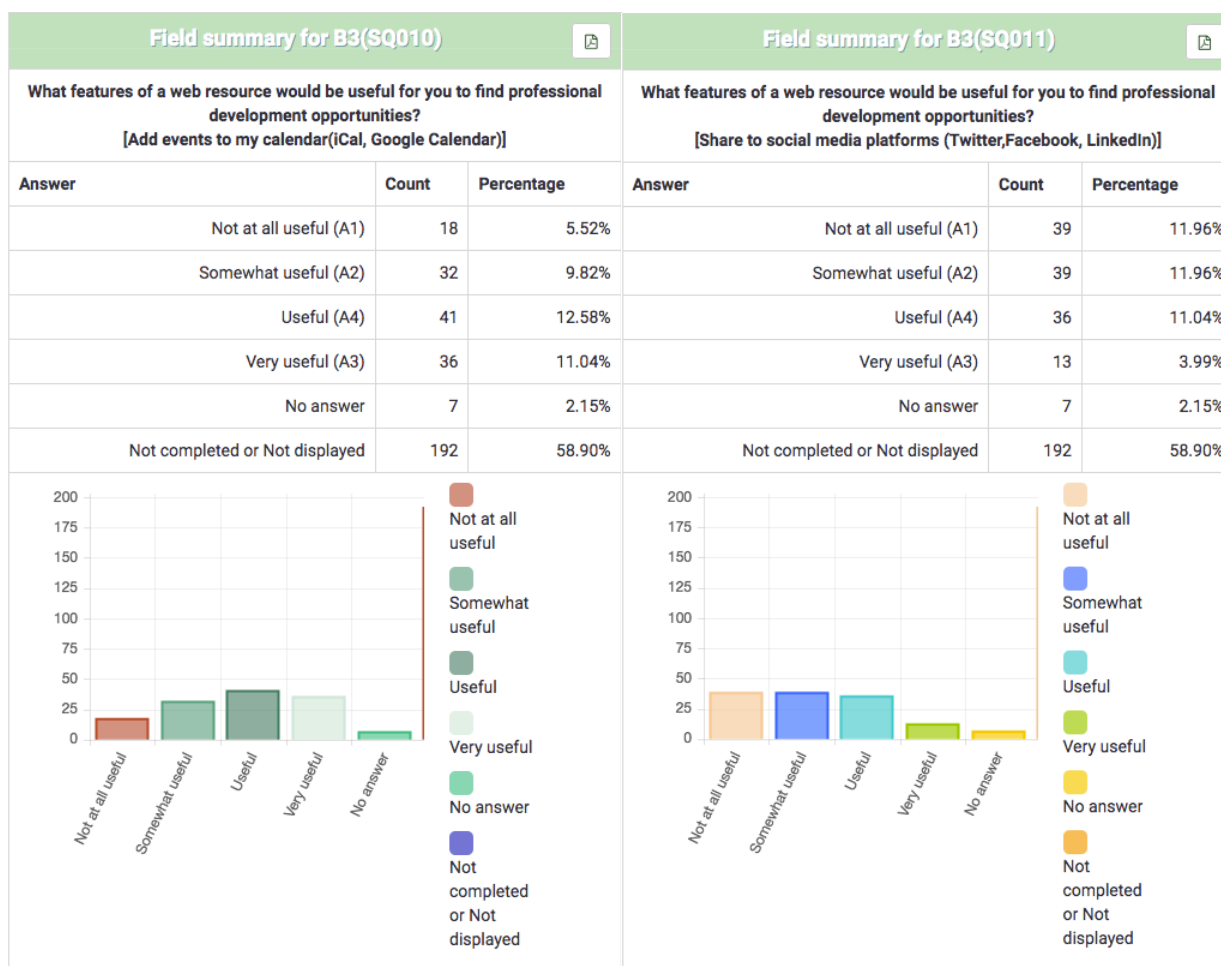












Question 4B (B4): What other features of a web resource would help you find professional development opportunities?

The top responses fell into these categories:

Special features - future features		#1	22 responses
Search function / ease of use		#2	10 responses
Resources, booklist		#3	4 responses
Network opportunities		#4	1 response

Answers that weren't substantive were left in white.

Data:

Finding others with same interests.

*featured opportunities - like a story about why this training would be useful.

Search by length of event

I said no to map idea but now I see it would be essential.

comprehensive up to date database

Not sure more features in a web resource will point me to pd opportunities. I tend to select pd based on job requirements and preferences. Sometimes pd is about reading selected authors. Maybe a book list?

Notices / reminders for specific topics are good, as would notices about certain speakers.

Recommendations, referrals. Stories from people who have completed the opportunity and recommend it.

a calendar of upcoming events

I can't think of anything to add.

Perhaps something about audience, like whether they are focused mainly on faculty, or grad students (TAs, grad instructors), or both. But maybe this isn't that important except for when they are focused on TA work rather than teaching work, b/c the latter can be relevant for both faculty and grad students.

n/a

?

Opportunities at nearby institutions; search by presenter/ topic.

search by "subject terms" as in online library searches

Don't know

social network connection tool

tagging

New or latest added feature. Would also encourage regular visits.

the searchability has to be at least as good as google... otherwise i would just use google.

Simple easy to find webpages

search according to whether the opportunity has a cost or not.

Easy to navigate

Ability for individuals to post opportunities themselves

Just a good searchable database and email alerts

Calendar

An education and learning ontology.

None come to mind

Search by a favorite presenter, facilitator, or institution.

none

Monthly calendars sent through e-mail.

A timeline of professional development opportunities. There are times when the notices come out that I have already booked the space for other activities and I miss these opportunities.

Not sure if finding resources by institution was covered previously, but this would be helpful.

The web resource would have to be easily identified and accessed

You have covered all that I can think of

I cannot think of any. I am find with a good search feature.

Search by job function. Have a rating system.

List is comprehensive - no other features to suggest.

List Serve

Meta-data descriptions of how the OER evolved and who were the professionals who contributed to its development. Contact name and published journal articles related to this web artifact to encourage networking amongst similar OER developers or educational initiatives.

Not sure

links to other sites that advertise opportunities/resources

no ideas

ability to search using keywords, topics, links to relevant resources other sites

not sure

The ability to set up college accounts that instructors can simply take and be tracked by the college.

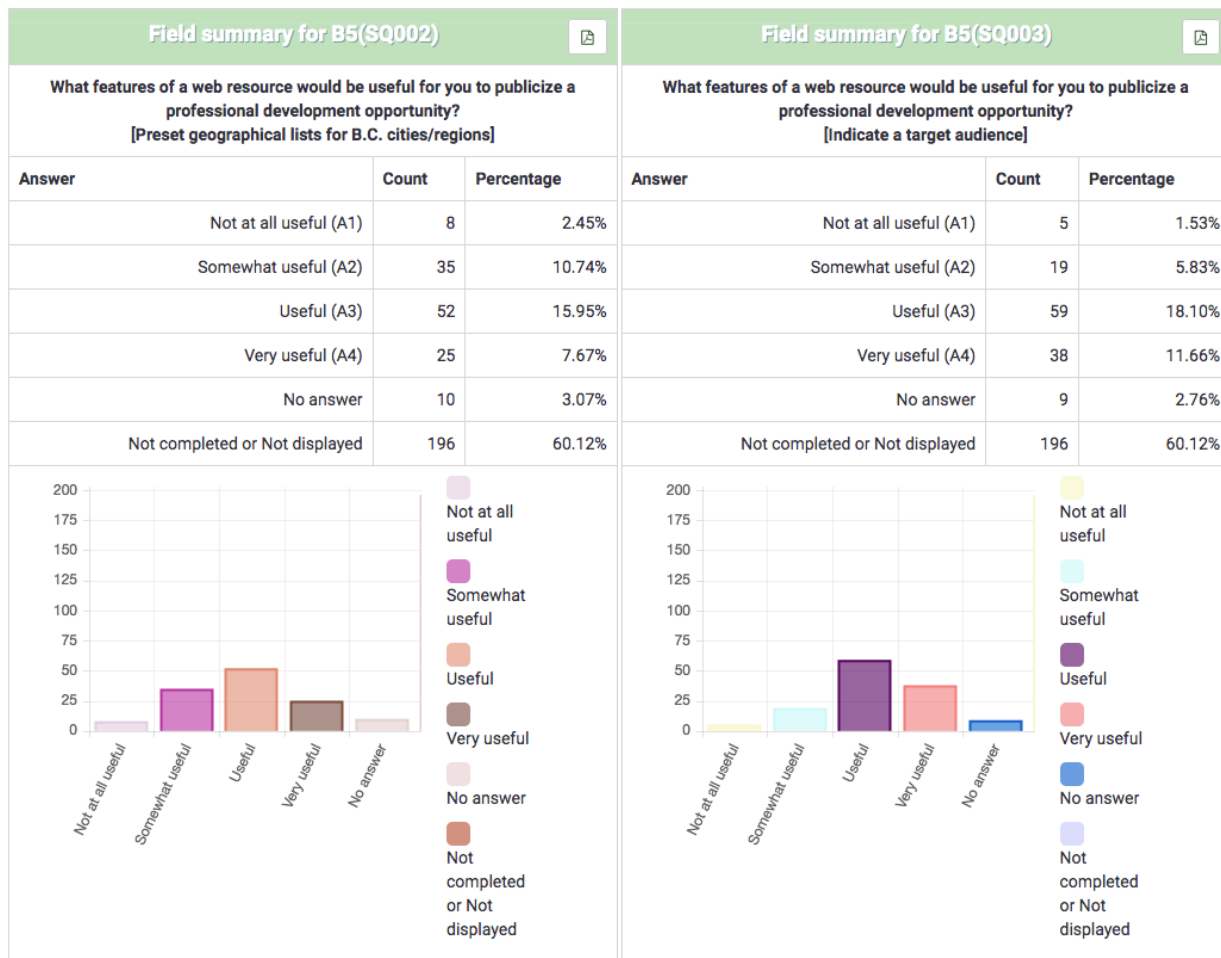
You've covered the on whole a I could think of

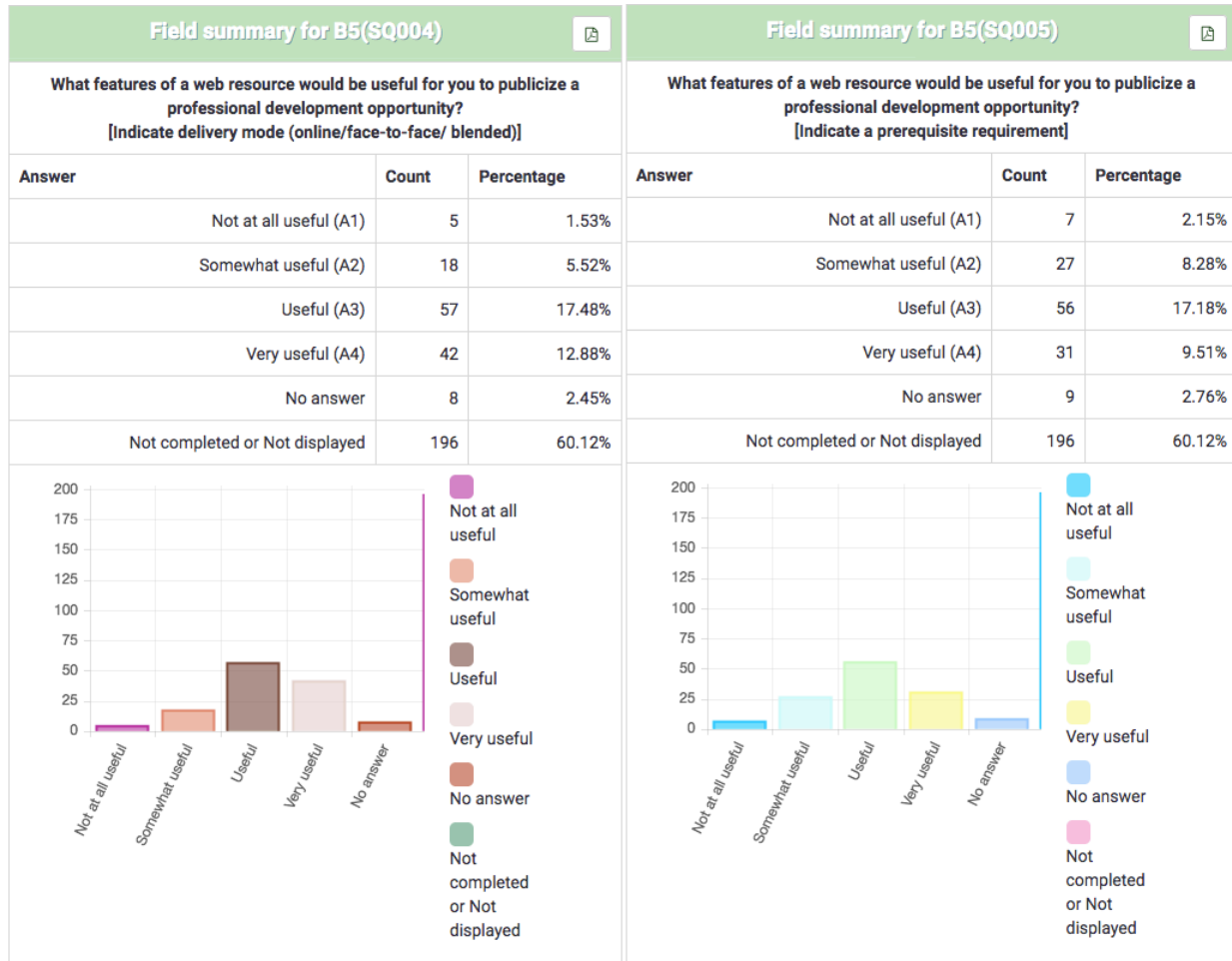
Links to Provincial, National and International organizations, such as STLHE, EDC, POD, ICED, IUT, etc. to raise awareness of the scope of educational development opportunities, such as, conferences, call for proposals/applications/nominations, etc., as well as contact, networks, and resources, etc.

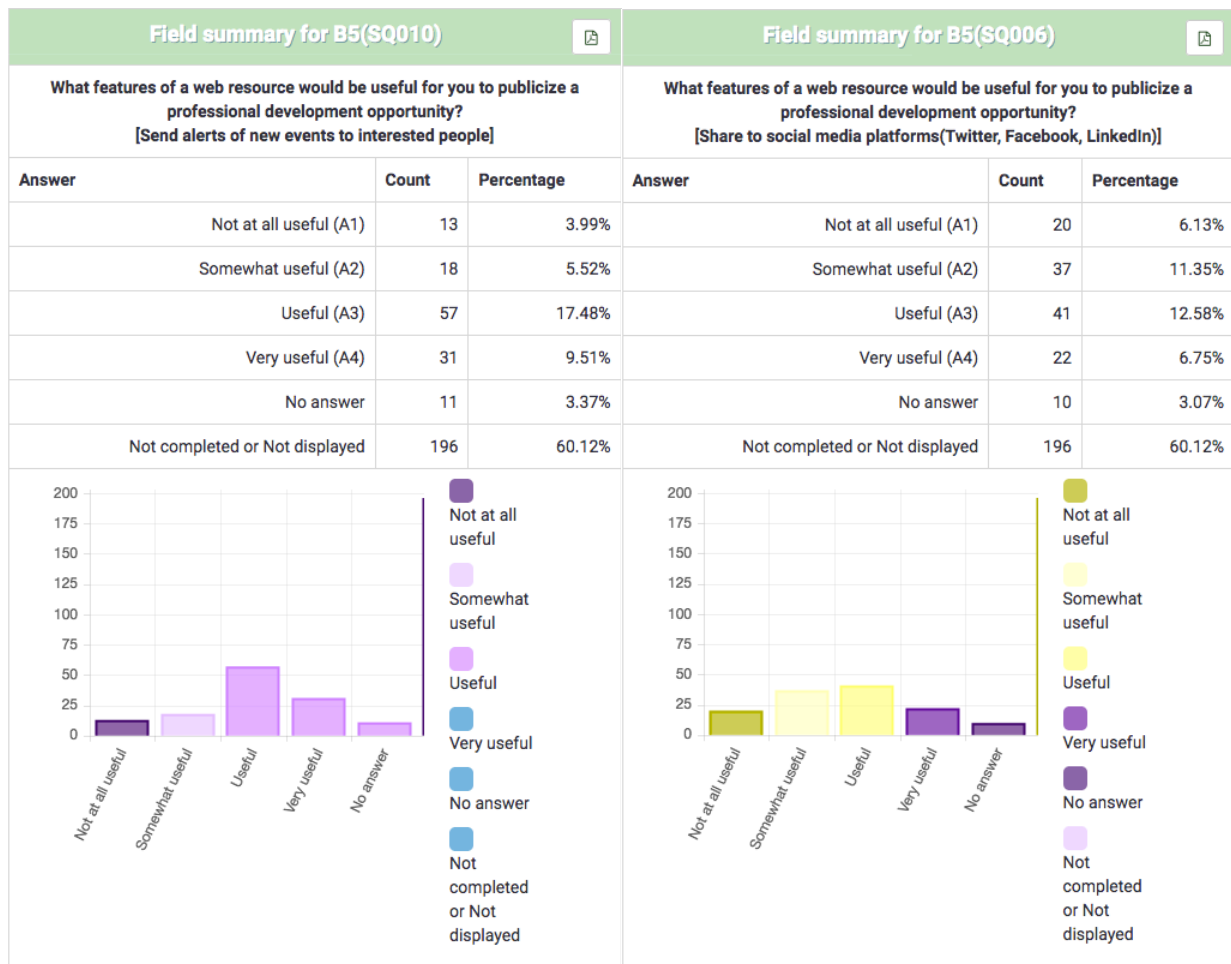
Descriptions that avoid jargon only used in specific communities.

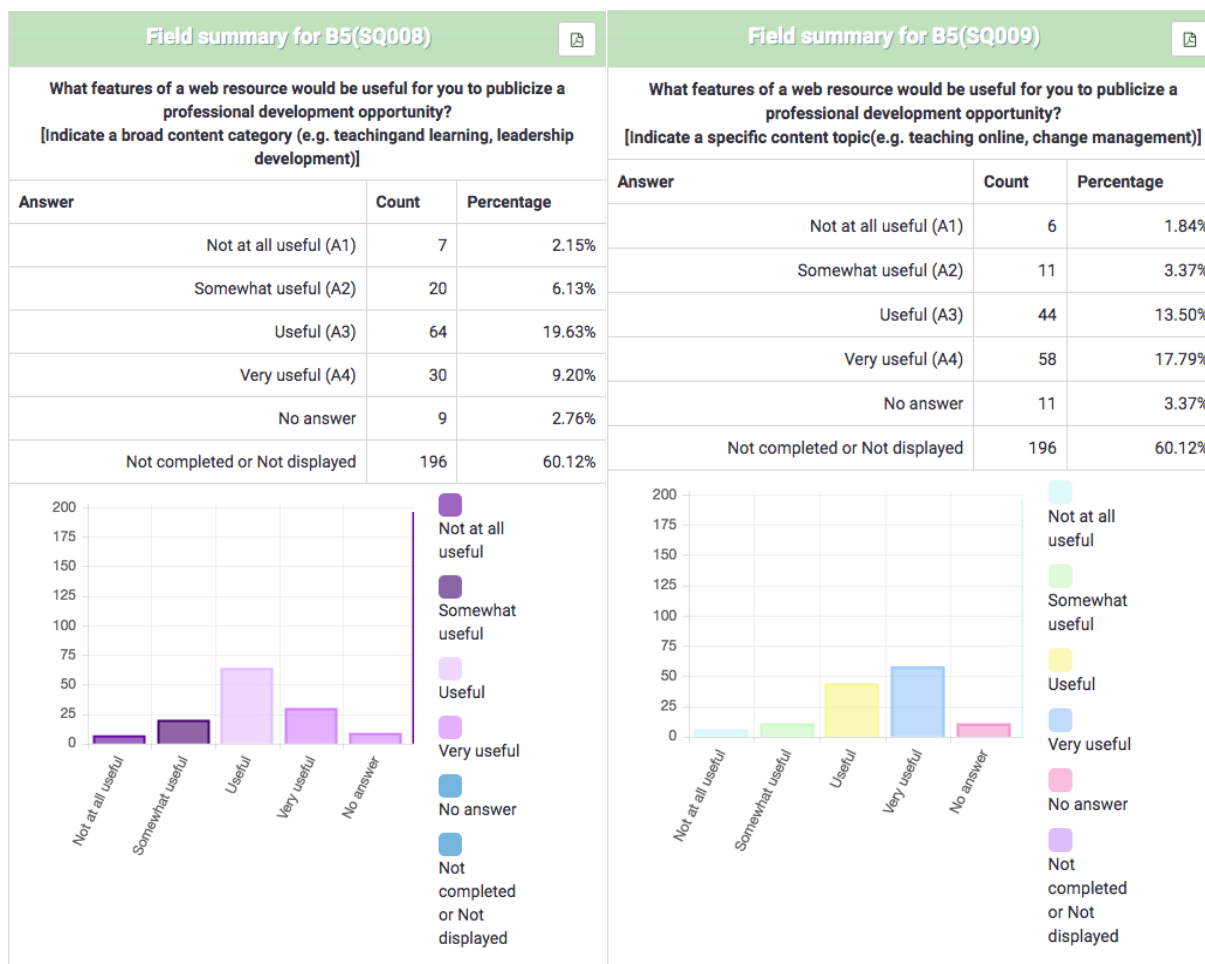
I think the foregoing list covered all the different ways! can't think of other ways.

Question 5 (B5): What features of a web resource would be useful for you to publicize a professional development opportunity?









Question 5B (B6): What other features of a web resource would help you publicize professional development opportunities?

The top responses fell into these categories:

Specific feature to publicize event	#1	16 responses
Confused responses	#2	2 responses

Answers that weren't substantive were left in white. The green area (2 responses) appear to indicate responses from people confused about question in general.

Answers that weren't substantive were left in white.

Data:

static URL for individual PD opportunities so that I can send specific opportunities to individuals.

not sure if we would use this much but you never know (being on the island and all)

Date range

-categories should be clearly defined to avoid people posting the same event in multiple categories

-lots of tick boxes so that categories are easy for searchers to identify because posts will be somewhat standardized

okay now I see - find means you can find it there, publicize means you can post information there.

Large audience /reach. Ties to current institutional events/site

perhaps templates for different types of postings

questions

Word Press, Search Engine Optimization

maybe if the web resource interfaced with a consistent page or feed or ? at all the BC institutions - - save people having to go to yet another website to locate updates

Easy to navigate categories

Those suggested would be great

Free and low cost category

Easily shared format to social media platforms and newsletters

Social media dashboard.

publicize by popularity or size of participation?

Not sure - the list you provided is comprehensive

Ability to include links to our PD events, including registration links (Eventbrite).

I'm less clear about what is intended here

I cannot think of any.

event calendar

Self-Identification of openness for cross-institutional collaborative development. Creative Common tags that advertises how this web artifact can be used

Facebook group or LinkedIn

This really isn't part of my work, so am not sure what to suggest.

n/a

no ideas

not sure

You've been thorough. Sorry for the typos by autocorrect in the last comment box.

Possibly create a mail list and encourage subscription by all staff affiliated with BC Post-secondary Teaching and Learning Centres/Committees/Networks and interested faculty,/instructors to ensure outreach of announcements, such as, call for proposals/applications/nominations, resources, etc.

Question 6 (B7): How often would you access a professional development web resource?

Field summary for B7(SQ001) 		
How often would you access a professional development web resource? [To find professional development opportunities]		
Answer	Count	Percentage
Weekly (A1)	21	16.28%
Once or twice per month (A2)	66	51.16%
Every few months or so (A3)	34	26.36%
Once per year (A4)	1	0.78%
Never (A5)	2	1.55%
No answer	5	3.88%
Not displayed	0	0.00%

Field summary for B7(SQ004) 		
How often would you access a professional development web resource? [To publicize professional development opportunities]		
Answer	Count	Percentage
Weekly (A1)	10	7.75%
Once or twice per month (A2)	29	22.48%
Every few months or so (A3)	35	27.13%
Once per year (A4)	25	19.38%
Never (A5)	25	19.38%
No answer	5	3.88%
Not displayed	0	0.00%

Question 7 (B9): Do you have any other suggestions for a professional development web resource?

The following responses were coded in terms of:

	Feature/function related	9 responses
	Content	3 responses
	Resources	2 responses
	Network opportunities	1 response
	Big picture	1 response

Answers that weren't substantive were left in white.

Data:

links to national resources (don't need to aggregate their PD opportunities, more a list of "here's STLHE", etc. and to resources in neighbouring Yukon/Alberta. List-Serves. Local + National + International people to follow (on Twitter, blogs, etc.).

Ensure Contact information and registration information

Remember that most faculty have time for pd from April to August.

Clarity around audience and intent.

The key to creating this site is value. If the site doesn't provide value beyond what we can see via Google, it is not worth the investment. I would also recommend back-filling the listings of PD Opportunities for a year or two, so that users can see what happened in the past, and perhaps set reminder notices for the next time a certain event is announced.

Mostly I would use it to see what others are doing elsewhere and get ideas, and also make connections to them. E.g., I might want to contact people who are doing PD in an area I am also very interested in and possibly collaborate on a presentation about that at a conference. So making sure there is contact information (if people are willing) would be great.

What this needs is some way to showcase the completion of the activity or else it just another webinar/event/workshop

1. Social networking groups
2. Carpool and other travel arrangements
3. Phone app

It would be great if, somehow, we could import a calendar or widget to embed on institutional websites. Then faculty don't have to go to a separate site to look up.

Possibly including conferences happening locally that include streams related to teaching and learning and would be open to non-members of the professional organization attending.

be clean and simple

Search for training events in specific categories

An email subscription list that sends out information on workshops on topics that I can sign up for.

Who would have access to this portal? Would certain people be designated access at institutions or would it be available for all?

Having a comprehensive list of all resources/communities for PD in Canada for staff and faculty member in post-secondary industry.

Create an attribute-based perceptual map and that interactively displays the evaluation of respondents who have used the different types of web artifacts found at your site and had rated the artifacts: usefulness, impact, strengths, weaknesses, implementation value, etc.

Cost for attending, would lunch be included when there would be workshops.

Keep in current/up to date; and, make past events easily retrievable/accessible via an online archived calendar.