

Survey on digitally enhanced learning in European higher education institutions



Purpose & context

The present survey is addressed to higher education institutions in the European Higher Education Area (EHEA). It aims to map development trends for digitally enhanced learning and teaching at European higher education institutions, including the strategic preparedness of the governance and management.

The COVID-19 crisis has turned this into an urgent priority for higher education institutions, but while taking this into consideration, the survey's purpose goes well beyond the current situation. It is conducted in the framework of the [DIGI-HE project](#) (2020-2022), an Erasmus+ funded project coordinated by the [European University Association](#) (EUA) and will inform the development of a self-assessment tool for higher education institutions, which will support capacity building.

In addition, the survey report will contribute to a better understanding of how European institutions address digital transformation in learning and teaching, which predictably, will be a key topic in post-crisis policy debates on higher education, and also a priority for institutional development.

The survey follows up on EUA's 2014 survey on [E-Learning at European Higher Education Institutions](#), which provides comparable data on institutional digitalisation at European universities. However, the present survey offers a renewed approach compared to its predecessor, because the overall importance of digitalisation in higher education has grown over the years. Some questions from the 2014 survey on e-learning have been kept in order to enable longitudinal analysis over the years.

The survey is open to all European higher education institutions from 6 April to 4 June 2020.

For any question regarding the survey, please contact digihe@eua.eu.

Instructions for filling out the survey

There should be only **one response per institution**, preferably a senior institutional representative with **responsibility for digitally enhanced learning and teaching**. You may wish to share the questionnaire with colleagues at your institution, and consult them before submitting your response online. To this end, please find [here](#) a printable PDF version of the survey. This PDF version may contain more questions than the online version, because a number of questions are follow-up questions. When filling in the online questionnaire, you will only be presented with questions relevant for you, based on your last answer.

The survey asks you to respond to 43 questions under the following sections:

- **Your institution**
- **Institutional strategy and governance**
- **Curricula and modes of delivery**
- **Assessment and recognition**
- **MOOCs and Open Learning**
- **Staff support and professional development**
- **Infrastructure and Resources**

Depending on your answers, the survey should take approximately **30 minutes** to complete.

When working from the same computer and browser, it is possible to **leave the survey and return** before submitting your final answers. Responses are saved automatically, once you turn to the next questionnaire page. You can exit the survey at any time, and re-enter it through the same link. Should you wish to revise an answer on a previous page, click on the **PREVIOUS** button to return. Do not use the web browser's navigation buttons.

Clicking on the **SUBMIT** button on the last page of the survey submits your answers as final to the system administrator. Please make sure that your answers are final before doing so. Your answers to the survey will be considered as finalised and complete only after you click on this button. After submission you will be able to download your responses.

Terminology

Some terms throughout the survey questionnaire may require further explanation. In the online version of the questionnaire, definitions or explanations are provided for terms highlighted in blue and underlined. You can review the definition by hovering your cursor/mouse over the terms. The glossary is also included at the end of the [PDF](#) version.

Confidentiality and privacy policy

All information you provide, including your contacts, will be handled in accordance with the data privacy policy of the [EUA](#) and the [DIGI-HE project](#). Data and information submitted will be published in aggregate form only, so that it cannot be traced back to any individuals or institution. **However, we would usually list your institution as a contributor to this study, unless you prefer not to be mentioned. In that case, at the end of the survey, you can decide to opt out.** Cookies and personal data stored by your Web browser are not used in this survey.

If participants have concerns about this study and wish to contact an independent person, please contact the EUA data controller at info@eua.eu.

I've read the above information and I agree to participate in EUA's survey within the framework of the DIGI-HE project

DIGIHE

1. Your institution

1. Please select your country and institution from the drop-down menu below. *(response required)* Your country and/or institution does not appear in the list? Please choose "other" from the list and fill in the country and the name of your institution on the next page.

Country	
Institution	
Other	

2. Please indicate the type of institution. *(please select just one option)*

Comprehensive (multidisciplinary) university	<input type="radio"/>
Specialised university	<input type="radio"/>
University of applied sciences/university college	<input type="radio"/>
Technical university	<input type="radio"/>
Open university	<input type="radio"/>
Other, <i>please specify</i>	<input type="radio"/>

3. In view of the current COVID-19 crisis, has your institution shifted teaching to distance learning provision? *(please select just one option)*

Yes, throughout the institution, and it is already done
Yes, in some faculties, and it is already done
Not done yet, but we are planning to

No
I do not know/ not applicable

4. Has the COVID-19 crisis led to other changes at your institution? *(please choose all the applicable options)*

Increased use of virtual staff meetings	
Enhancing online library use	
Exploring new tools for communication and collaboration	
Exploring new ways of teaching	
Plans for enhancing digital capacity in the future beyond the crisis	
Plans for updating the institution's policies on remote work	
Other (please specify – comment box)	

5. Before the COVID-19 crisis, what was the estimated percentage of students that study in the following modes? *(please enter your estimate and note that the total must equal 100%)*

	%
On campus (physically present)	
Off campus (mainly via distance learning)	
Combining both	
Total	

For the rest of the questionnaire, we kindly ask you to report on policies and processes, as they were envisioned and planned before the **COVID-19 crisis**.

2. Institutional strategy and governance

6. Does your institution have a strategy for the digitalisation of learning and teaching? (please select just one option)

Yes, as a standalone strategy
Yes, but as part of the overall institutional strategy or plan
No, but faculties or departments have their own strategy or plan
No
Other

7. How would you describe your institution's position towards digitally enhanced learning and teaching? (please select one option for each item)

	Agree	Disagree	Don't know
It is a strategic priority for the institution			
It is widely used throughout the institution			
Staff have a positive attitude towards it			
Students have a positive attitude towards it			
It brings benefits to the student experience			
Other, please specify			

8. How does your institution support the development of digitally enhanced learning? (please select just one option)

By a central unit	<input type="radio"/>
Responsibility is shared between the central and faculty-based digital learning-units	<input type="radio"/>
At faculty or departmental level only	<input type="radio"/>
Other: please specify	<input type="radio"/>

9. Do you agree or disagree with the following statements? (please select one option for each item)

	Agree	Disagree	Don't know
The institution has clear policies and processes for deciding on new technologies			
The institution has a budget to support digital transformation			
The institution assures that the hardware and software are maintained regularly			
Governance of digitalisation includes representation from key stakeholders (teaching and administrative staff, external stakeholders)			

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

	Yes	Yes, but to be improved	Under development	No	I do not know
Data protection					
Cyber security					
Intellectual property					
Ethics and integrity					
Examination and testing (identification, verification etc.)					
Detection and prevention of plagiarism					

11. Is digitally enhanced learning considered in the internal quality assurance processes at your institution? *(please select just one option)*

Yes, integrated into our regular internal QA	<input type="radio"/>
Yes, there is a special approach for digitally enhanced learning	<input type="radio"/>
No, but it is under discussion	<input type="radio"/>
No	<input type="radio"/>
I do not know	<input type="radio"/>

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

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Our strategy	
Proactive participation of staff and students	
Professional development & training	
Major investments in equipment and infrastructure	
Projects with other higher education institutions	
Projects with other partners (e.g. industry)	
international exchange and cooperation	
National initiatives and/or targeted funding support	
None of the above	
Other, <i>please specify</i>	

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

National regulation	
Difficulty to devise a concerted approach for the entire institution (e.g. policies, management processes)	
External QA	
Lack of external funding opportunities	
Lack of staff resources	
Lack of support of professional development	
Lack of digital infrastructure (e.g. insufficient internet, insufficient equipment)	
Lack of support and maintenance services for digital technologies	
Lack of staff motivation	
None of the above	
Other, <i>please specify</i>	

14. Over the past five years, has digitalisation at your institution contributed to major transformations regarding: (*please select one option for each item*)

	Agree	Disagree	Don't know
Learning and teaching methods and provision			

Widening access (e.g. for LLL, disadvantaged learners)			
Provision of open learning opportunities			
Collaboration with other HEIs at national level			
Collaboration with other HEIs at international level			
Collaboration with employers/ industry			
Collaboration with society			
Outreach and learning provision for international students			
Strong increase in virtual mobility and online meetings			
Other, <i>please specify</i>			

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

	Agree	Disagree	Don't know
Learning and teaching methods and provision			
Widening access (e.g. for LLL, disadvantaged learners)			
Provision of open learning opportunities			
Collaboration with other HEIs at national level			
Collaboration with other HEIs at international level			
Collaboration with employers/ industry			
Collaboration with society			
Outreach and learning provision for international students			
Replacement of physical mobility by virtual mobility and online meetings			
Other, <i>please specify</i>			

16. Has your institution used any self-assessment and/or benchmarking tools for digitalisation (e.g. HEInnovate, ACOE benchmarking)? If yes, please indicate what the tools are. *(please select just one option)*

Yes
No/ do not know

No, but we would be interested

IF yes – answer field

17. Do you have any further comments on this section on institutional strategy and governance?

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3. Curricula and modes of delivery

18. Does your institution offer the following delivery modes? (please select one option for each item)

	Yes, throughout the institution	Yes, in some faculties	Not yet, but we are planning to	No	I do not know/ not applicable
Blended learning					
Fully online degree programmes					
Virtual student mobility					
Online short courses (non-degree) that earn certificates, micro-credentials, badges or similar					
Other, please specify					

19. FUQ*: At your institution, what is the estimated number of: (please select one option for each item)

	None	1-10	11-20	20-30	>30
Fully online degree programmes					
MOOCs					
Online short courses (non-degree)					

20. Which student group does your institution target through online learning? (please select one option for each item)

	Main target	Secondary target	Not a target
Mature/adult students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionals in need of continuous professional development (CPD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with restricted physical mobility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. FUQ*: How would you describe the demand for short courses (non-degree) that earn certificates, micro-credentials, badges or similar, at your institution?
(please select one option for each item)

	Agree	Disagree	Don't know
There is a growing demand for them in fully online mode			
There is a growing demand for them in blended mode			
There is a growing demand for conventional courses			
They mainly serve lifelong learners			
Resulting certificates can be recognised for further degree study			
For some students, they are an alternative to studying a masters degree			
Other, <i>please specify</i>			

22. Does your educational programme comprise digital skills? *(please select one option for each item)*

	In all or most study programmes	Only in specific study programmes	There is a voluntary offer	No	I do not know / not applicable
Specific to the discipline/study field					
General digital literacy					
Ethics and behaviour in digital environments					
Data literacy and safety					
Other, <i>please specify</i>					

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

It encourages the revision of teaching methods and innovates pedagogies	<input type="radio"/>
It enables teachers to devote more time to individual students (e.g. flipping the classroom)	<input type="radio"/>
It encourages exchange and collaboration among teachers	<input type="radio"/>

It enables monitoring study progress and creates data on student learning (intensity, frequency, etc.)	<input type="radio"/>
It allows for the education of large numbers of students	<input type="radio"/>
It makes learning and teaching more flexible, regarding time and place	<input type="radio"/>
It fosters interactive collaboration among students	<input type="radio"/>
It enhances learning and teaching in foreign languages	<input type="radio"/>
Other: <i>please specify</i>	<input type="radio"/>

24. Do you have any further comments on this section on curricula and modes of delivery?

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4. Assessment and recognition

25. Have you witnessed a growing trend towards digital assessment at your institution? *(please select one option for each item)* Please answer this question disregarding the changes that the current COVID-19 crisis might cause.

	Yes, throughout the institution	Yes, in some faculties	Not yet, but we are planning to	No	I do not know
Generally, for all types of courses					
Specifically for online courses					

26. Does your institution use digitally signed credentials? *(please select just one option)*

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

27. Does your institution use digital badges? *(please choose all the applicable options)*

Yes, for recognition of extracurricular learning	<input type="radio"/>
Yes, in curricular learning, to motivate students	<input type="radio"/>
Yes, as a learning opportunity offered to learners in- and outside of the institution	<input type="radio"/>
No	<input type="radio"/>

28. Do you have any further comments on this section on Assessment and Recognition?

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5. MOOCs and Open Learning

29. Does your institution offer MOOCs or other forms of open learning? *(please select just one option)*

Yes, both MOOCs and other forms of open learning	<input type="radio"/>
Yes, MOOCs	<input type="radio"/>
Yes, other forms of open learning	<input type="radio"/>
Not presently, but we are planning to introduce them	<input type="radio"/>
We had MOOCs, but discontinued them	<input type="radio"/>
No	<input type="radio"/>

If “yes”, Q30

30. Does your institution recognise MOOCs and other forms of open learning for study programmes? *(please select just one option)*

Yes, this is becoming very common	<input type="radio"/>
Yes, under certain conditions	<input type="radio"/>
Only for optional courses	<input type="radio"/>
No	<input type="radio"/>
Other: <i>please specify</i>	<input type="radio"/>

If “yes”, or “planned”, Q31

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

Increasing the international visibility and reputation of the institution	
Recruitment, pre-selection, preparation of future students	
Collaboration with other institutions and partners	
Providing courses for communities or special stakeholder groups	
Reaching out to new learner groups	
Supplement to or partial replacement of on-campus teaching	

Developing innovative learning and teaching methods	
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32. Do you have any further comments on this section on MOOCs and open learning?

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6. Staff support and professional development

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

	Agree	Disagree	Don't
Digital skills training opportunities			
Online platforms for exchange and collaboration of teachers			
Online repositories for educational materials			
A centre/unit that supports teachers on all technical issues			
A centre/unit that supports teachers on digitally enhanced learning & teaching			

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

National or international training opportunities for staff in charge of digital transformation	
Peer exchange within the institution – enabling staff to learn from each other	
Exchanges & collaboration organised by the rector's conference/ university networks	
Collaboration with other HEIs	
Collection and analysis of data and information on state of development and needs in different parts of the institution	
An audit-like process, to better understand the strengths and weaknesses of the institution	
Use of a self-evaluation tool, which gathers data as a basis for a strategy discussion	

35. Do you have any further comments on this section on staff support and professional development?

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7. Infrastructure and Resources

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

	Yes, throughout the institution	Yes, in some faculties	Not yet, but we are planning to	No	I do not know
Online student admission					
Online registration for study courses					
Personalised study portal (e.g. registration, transcripts, grades, study plan, student portfolio etc.)					
Online facility for study preparation for prospective students					
Online bridging courses for prospective students					
Online self-assessment for prospective students					
Other: <i>please specify</i>					

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

Campus licenses for software that students need for their studies	<input type="radio"/>
Wireless internet	<input type="radio"/>
Virtual Learning Environment (VLE)/ online labs	<input type="radio"/>
Open library access, research databases, e-journals	<input type="radio"/>
Online repositories for educational material	<input type="radio"/>
Personalised study portal (registration, transcripts, grades, study plan, etc.)	<input type="radio"/>

38. Which of the following technologies would you see as a development priority for your institution? (please select one option for each item)

	Already in use	We plan to use	No	I do not know
Internet Of Things (IoT)				
Blockchain				
Augmented and Virtual Reality				
Learning analytics				
Big Data				
Artificial Intelligence				
Machine Learning				
Other, <i>please specify</i>				

39. Do you have any further comments on this section on Infrastructure and Resources?

End of the questionnaire

40. Can you think of any external measure or initiative (other than funding) that could help your institution's development of digitally enhanced learning and teaching?

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41. Would you be available for any follow-up activities?

	Yes	No
To answer a few follow-up questions by email		
Participate in a focus group meeting to discuss developments in digitally enhanced learning and teaching with other universities		
Participate in the testing phase of the DIGI-HE tool		

42. Please provide information about the person taking responsibility for answering the survey on behalf of the institution:

Name (optional)	
Position	<input type="radio"/>
Email address	<input type="radio"/>

43. Would you like your institution to be listed as a contributor to this study in the annex of the report? *(response required)*

Yes	
No	

Thank you very much for your time. You may still go back and make changes in your answers.

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

You can download a copy of the responses you provided.

For any questions please contact us via email digihe@eua.eu.

Glossary:

Artificial Intelligence (AI):

The ability of a digital computer or computer-controlled robot to perform tasks commonly associated with intelligent beings. ([Encyclopedia Britannica](#))

Machine Learning:

Discipline concerned with the implementation of computer software that can learn autonomously. ([Encyclopedia Britannica](#))

Augmented Reality (AR):

A process of combining or “augmenting” video or photographic displays by overlaying the images with useful computer-generated data.

Big Data:

Extremely large data sets that may be analysed computationally to reveal patterns, trends, and associations, especially relating to human behaviour and interactions. ([Oxford](#))

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”.

Blockchain:

A **distributed ledger** that provides a way for information to be recorded and shared by a community. In this community, each member maintains his or her own copy of the information and all members must validate any updates collectively. (Grech & Camilleri, 2017)

Digitalisation:

“Digitalisation is the transformation of all sectors of our economy, government and society based on the large-scale adoption of existing and emerging digital technologies” (Randall et al., 2018).

Digitally enhanced learning:

It is any type of learning that is accompanied or supported by technology.

Digital assessment:

Written assessment, which is done not on paper, but digitally.

Digitally signed credentials:

Electronic document (generally referred to as 'digital certificates') which is issued by awarding bodies to individuals to confirm and provide proof of their learning outcomes.

Digital badges (ebadges):

A validated indicator of accomplishment, skill, quality or interest that can be earned in various learning environments (Carey, 2012).

Internet Of Things (IoT):

A system of interrelated computing devices, mechanical and digital machines provided with unique identifiers (UIDs) and the ability to transfer data over a network without requiring human-to-human or human-to-computer interaction (Rouse, 2019).

Micro-credentials:

- Smaller units of learning that can be short stand-alone courses, targeted to all types of learners and
- the certification awarded after the completion of such courses.

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).

Recognised higher education institution:

Is the institution that is recognised by the country in which it is based.

Virtual mobility:

Refers to students and teachers in higher education who study or teach for a short period at another institution outside their own country, without physically leaving their home.

Virtual Reality (VR):

Computer-generated simulation of a three-dimensional image or environment that can be interacted with in a seemingly real or physical way by a person using special electronic equipment.

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