Annual Survey Report **2020**

1 Executive Summary

This is the sixth Association for Learning Technology (ALT) Annual Survey which is designed to:

◊ understand current and future practice;
◊ show how Learning Technology is used across sectors; and
◊ help map the ALT strategy to professional practice to better meet the needs of and represent our members.

The survey was open for responses between 11 December 2019 and 12 January 2020. The questions in this survey were based on the previous survey questions with the exception of questions relating to new developments and priorities for 2020. In total 227 responses were analysed (this compares to 203 in the previous year).

The publication of the survey this year was delayed due to the COVID-19 pandemic. The results thus reflect professional practical, research and policy in Learning Technology of a few months ago, rather than the seismic shifts that we have since witnessed across sectors and countries.

That said, during times of great changes it is even more relevant to look at the long-term perspective and the survey provides important insights into how Learning Technology has changed over the past six years. The survey also captures the priorities and evolving practice prior to the unprecedented move to online and distance learning as a result of COVID-19. In this area of particular note is the recorded increasing importance of web conferencing/virtual classroom software and collaborative tools from survey respondents prior to COVID-19 suggesting that the sector was already building capacity in these areas.

As usual, we publish findings and data from the survey openly to ALT Members and the wider community for use in research, strategic planning and policy making.

1.1 Key points

◊ The survey received 227 responses and responses were received before the COVID-19 pandemic impacted the sector

◊ Current areas of work respondents indicated as the most important or very important:
   1. Content Management Systems and VLEs (-);
   2. Web conferencing/virtual classroom software (⬆3); and
   3. Collaborative tools (e.g. Google G Suite, Office365, Padlet etc.) (⬆1);

◊ Future areas of work respondents indicated as the most important or very important:
   1. Content Management Systems and VLEs (-);
   2. Electronic assessment, submission & feedback tools (-);
   3. Blended Learning (-);

◊ Data and Analytics has the biggest increase in perceived importance from current to future practice

◊ Web conferencing/virtual classroom software have had the biggest gain in importance for current practice in this year's survey

◊ Collaborative tools (e.g. Google G Suite, Office365, Padlet etc.) have had the biggest gain in importance for future practice in this year's survey

◊ Respondent's agreed or strongly agreed that the key enablers and drivers for the use of learning technology were:
   1. Engagement from students/learners;
   2. Colleagues' commitment;
   3. Colleagues' knowledge/expertise;

◊ Activities Areas respondents felt the most important for enhancing recognition, representation, professionalisation and impact for Learning Technology professionals were:
   o Support Members collaborating across disciplines and sectors;
   o Run CPD webinars (i.e. on GDPR, accessibility);
   o Continue to publish Research in Learning Technology as a Gold Open Access journal;
   o Opt-in only printed membership packs

Contents

2 Responses

The survey was open for responses between 11 December 2019 and 12 January 2020. The survey questions are included in this report's appendix. The questions in this survey were based on the previous survey questions with the exception of questions relating to new developments and priorities for 2020. As with previous years the survey was publicized on the ALT website, ALT's social media channels and directly emailing ALT members. In total 227 responses were analysed (this compares to 203 in the previous year).

The following section of this report gives a summary of the survey responses. The section has been broken into four parts grouping responses around:

  ◊   current and future important areas of work;
  ◊   enablers and drivers of learning technology;
  ◊   ALT strategic objectives for 2020; and
  ◊   who responded to the survey.

2.1 Current and future important areas of work

2.1.1 Current priorities

As with previous years respondents were asked to indicate their perceived importance on a 5-point Likert scale of 'not at all important' to 'very important' on 22 key areas associated with learning technology in the context of their current work. The 22 listed areas, available in *4 Appendix – ALT Annual Survey* , remained unchanged from the previous Annual Survey and the majority have been included since 2014.

In Figure 2.1, current areas of importance are summarised ranked by the combined important and very important Likert responses. When combining important and very important responses 'Content Management Systems' is ranked most important with over 78% of respondents indicating this area as important or very important. This area is followed by 'Web conferencing/virtual classroom software' and 'Collaborative tools (e.g. Google G Suite, Office365, Padlet etc.)' which over 70% of respondents indicated as important/very important.

In Figure 2.2, the combined important and very important percentages are used to rank areas of current importance for consecutive surveys between 2014 and 2019. It also highlights the changes in perceived importance of 'Web conferencing/virtual classroom software' and 'Collaborative tools (e.g. Google G Suite, Office365, Padlet etc.)', which when ranked are ranked second and third respectively. This is of particular note as responses to the survey were closed before the COVID-19 pandemic, indicating these areas were becoming important to respondents prior to having to increase capacity for online course delivery. Figure 2.2 also highlights a big increase in 'Assistive technologies' which has moved from ranked 13th to ranked 8th. This change is likely to be a response to the Public Sector Bodies Accessibility Regulations 2018. In Figure 2.2, a continued decline from respondents in the importance of plagiarism detection within current practice which might be linked to a move towards academic integrity.
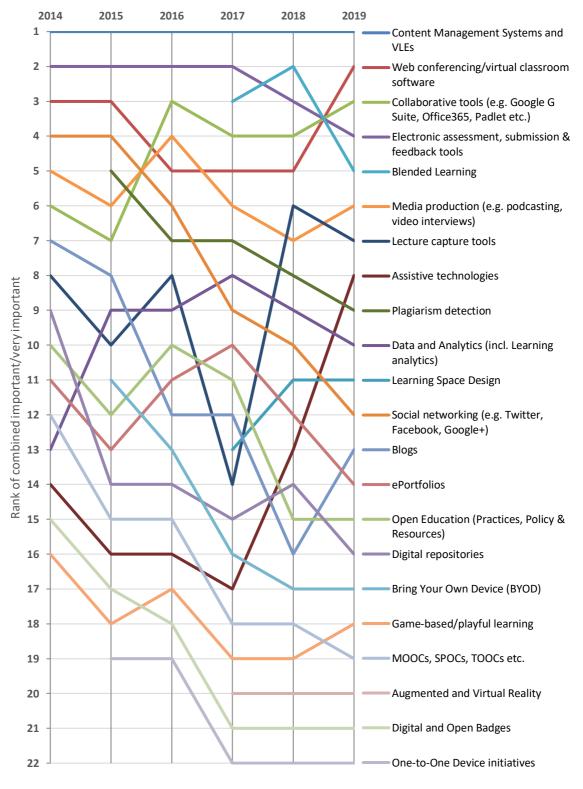
Table 2.1 contains data from Figure 2.2 in tabular form and the changes in importance in current practice between this year's survey in relation to previous years. The final column in the table displays the general trend of the combined percentage of important/very important responses for each year.

1. How important have the following been to your work over the past year?

	Not at all important	Unimportant	Neutral	Important	Very important
Content Management Systems and VLEs				15%	63%
Web conferencing/virtual classroom software				32%	39%
Collaborative tools (e.g. Google G Suite, Office365,…)				28%	42%
Electronic assessment, submission & feedback tools	-7%			16%	51%
Blended Learning	-8%			27%	40%
Media production (e.g. podcasting, video interviews)	-11%			24%	28%
Lecture capture tools	-19%	-13%		24%	29%
Assistive technologies	-12%	-16%		26%	22%
Plagiarism detection	-20%	-11%		22%	24%
Data and Analytics (incl. Learning Analytics)	-11%	-15%		24%	19%
Learning Space Design	-23%	-17%		18%	19%
Social networking (e.g. Twitter, Facebook, Google+)	-18%	-23%		20%	15%
Blogs	-20%	-25%		22%	10%
ePortfolios	-25%	-16%		17%	15%
Open Education (Practices, Policy & Resources)	-25%	-21%		16%	15%
Digital repositories	-22%	-21%		18%	10%
Bring Your Own Device (BYOD)	-31%	-22%		15%	10%
Game-based/playful learning	-30%	-27%		14%	11%
MOOCs, SPOCs, TOOCs etc.	-35%	-22%		15%	
Augmented and Virtual Reality	-43%	-19%		15%	
Digital and Open Badges	-45%	-16%		10%	
One-to-One Device initiatives	-38%	-17%		7%	

Legend: ■ Important ■ Very important ■ Neutral ■ Unimportant ■ Not at all important

Source: Association for Learning Technology (ALT) Annual Survey Report 2020

Figure 2.1 Current areas of importance in 2018 ranked by items marked as important or very important on a 5-point Likert scale.

Changes in important current areas from ALT Annual Surveys in 2014-2019

Source: Association for Learning Technology (ALT) Annual Survey Report 2020

Figure 2.2 Relative changes in areas marked important/very important for current work compared to previous surveys.

Table 2.1 Changes in current important/very important areas[1]

Area	2014	2015	2016	2017	2018	2019	2014/19 +/-	2018/19 +/-	Trend
Web conferencing/virtual classroom software	60%	56%	53%	60%	60%	71%	11%	11%	
Assistive technologies	29%	18%	25%	33%	40%	48%	19%	8%	
Collaborative tools (e.g. Google G Suite, Office365, Padlet etc.)	50%	52%	60%	64%	66%	70%	20%	4%	
Game-based/playful learning	15%	14%	20%	23%	24%	25%	10%	1%	
Augmented and Virtual Reality				22%	20%	20%	-	0%	
MOOCs, SPOCs, TOOCs etc.	39%	30%	29%	31%	25%	25%	-14%	0%	
Blogs	44%	43%	39%	35%	34%	33%	-11%	-1%	
Digital and Open Badges	21%	15%	20%	20%	19%	17%	-4%	-2%	
One-to-One Device initiatives		9%	8%	14%	12%	10%	-	-2%	
Electronic assessment, submission & feedback tools	68%	69%	69%	75%	70%	67%	-1%	-3%	
Lecture capture tools	41%	40%	45%	35%	55%	52%	11%	-3%	
Media production (e.g. podcasting, video interviews)	57%	53%	56%	57%	55%	52%	-5%	-3%	
Blended Learning				65%	71%	67%	-	-4%	
Content Management Systems and VLEs	81%	81%	79%	80%	83%	78%	-3%	-5%	
Open Education (Practices, Policy & Resources)	40%	36%	40%	36%	36%	31%	-9%	-5%	
Bring Your Own Device (BYOD)		38%	36%	33%	32%	26%	-	-6%	
Data and Analytics (incl. Learning analytics)	37%	40%	43%	47%	50%	43%	6%	-7%	
Learning Space Design				35%	43%	36%	-	-7%	
Plagiarism detection		53%	49%	52%	55%	47%	-	-8%	
Social networking (e.g. Twitter, Facebook, Google+)	59%	53%	51%	47%	44%	35%	-24%	-9%	
ePortfolios	39%	35%	39%	37%	42%	32%	-7%	-10%	
Digital repositories	41%	33%	35%	33%	40%	28%	-13%	-12%	

2.1.2 Future priorities

As part of the survey respondents were asked to indicate how important the same 22 key areas were going to be in their coming year on the same 5-point Likert scale. Future areas are summarised in Figure 2.3, and ranked by the combined important and very important Likert responses. As with previous years 'Content Management Systems and VLEs' is ranked the highest with 79% of respondents indicating this are to be important or very important in the coming year (4% increase compared to the previous year's survey). 'Electronic assessment' and 'Blended Learning' remaining second and third highest with 76% of respondents indicating it as important or very important.

In Figure 2.4, the combined important and very important percentages are used to rank areas of future importance for this and consecutive surveys. This reveals the consistency of areas like 'Content Management Systems and VLEs', 'Electronic assessment' and 'Blended Learning'. As with current areas of importance, discussed in the previous section, 'Assistive technologies' is one area which has gained the most places in the ranking. 'Blogs' have one of the biggest rank changes going from 17th to 13th, but as noted in the section caution should be applied when interpreting the data as rank changes given the percentage differences are small.
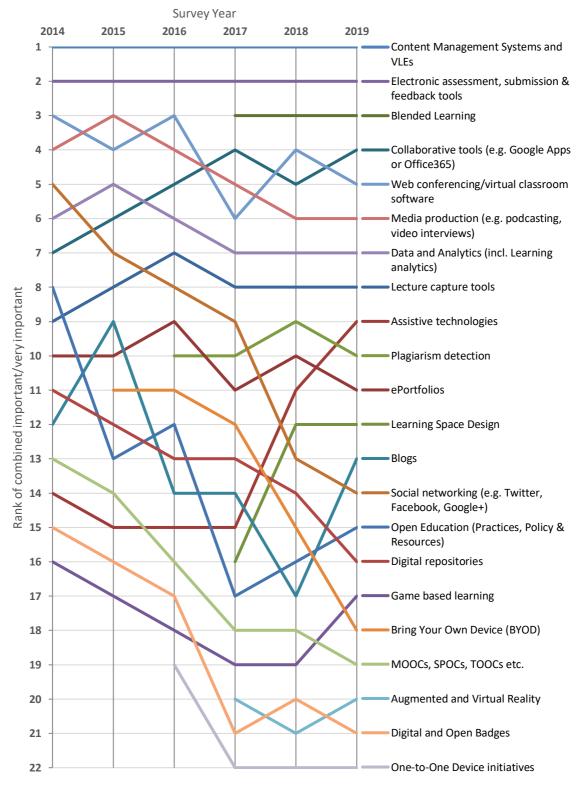
In Table 2.2, the changes combined important/very important responses for future practice are listed and sorted by the percentage changes between this year's survey and previous years. As noted, 'Blogs' rank change is result of a 3% change in future perceived importance/very important and the overall trend is a decline from the first survey in 2014. The area that has had the biggest percentage change from the previous year's survey is 'Collaborative tools (e.g. Google G Suite, Office365, Padlet etc.)' which has had a 8% increase in future importance from the previous year and a 21% increase from the first survey in 2014.

3. And how important do you expect the following will be for you in the coming year?

Source: Association for Learning Technology (ALT) Annual Survey Report 2020

Figure 2.3 Future areas of importance ranked by items marked as important or very important on a 5-point Likert scale.

Changes in important future areas from ALT Annual Surveys in 2014-2019

Source: Association for Learning Technology (ALT) Annual Survey Report 2020

Figure 2.4 Relative changes in areas marked important/very important for future work compared to previous surveys.

Table 2.2 Changes in future important/very important areas[2]

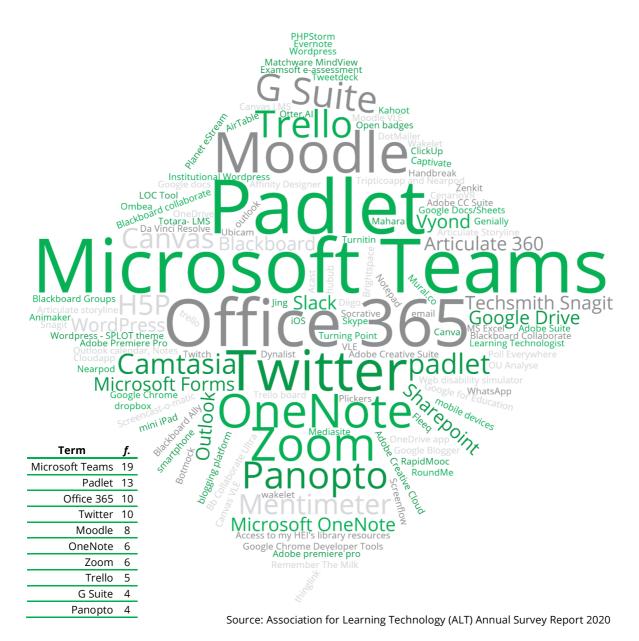| Area	2014	2015	2016	2017	2018	2019	2014/ 19 +/-	2018/ 19 +/-	Trend
Collaborative tools (e.g. Google G Suite, Office365, Padlet etc.)	53%	57%	62%	66%	66%	74%	21%	8%	
Assistive technologies	36%	28%	33%	41%	49%	55%	19%	6%	
Game-based/playful learning	24%	21%	26%	30%	28%	33%	9%	5%	
Blogs	43%	46%	42%	42%	36%	39%	-4%	3%	
Web conferencing/virtual classroom software	63%	59%	63%	62%	67%	70%	7%	3%	
Blended Learning				69%	74%	76%	-	2%	
Electronic assessment, submission & feedback tools	71%	72%	74%	76%	75%	76%	5%	1%	
Media production (e.g. podcasting, video interviews)	62%	60%	63%	63%	61%	62%	0%	1%	
Augmented and Virtual Reality				29%	26%	26%	-	0%	
One-to-One Device initiatives			12%	18%	14%	13%	-	-1%	
MOOCs, SPOCs, TOOCs etc.	40%	35%	32%	35%	29%	27%	-13%	-2%	
Data and Analytics (incl. Learning Analytics)	53%	58%	62%	62%	61%	59%	6%	-2%	
Plagiarism detection			48%	50%	55%	53%	-	-2%	
Digital and Open Badges	34%	24%	30%	25%	27%	24%	-10%	-3%	
Content Management Systems and VLEs	80%	79%	80%	80%	83%	79%	-1%	-4%	
Open Education (Practices, Policy & Resources)	50%	39%	44%	38%	41%	37%	-13%	-4%	
Learning Space Design				41%	46%	42%	-	-4%	
Lecture capture tools	48%	47%	52%	60%	61%	57%	9%	-4%	
ePortfolios	46%	43%	49%	43%	52%	45%	-1%	-7%	
Social networking (e.g. Twitter, Facebook, Google+)	56%	57%	50%	51%	45%	38%	-18%	-7%	
Digital repositories	43%	41%	44%	42%	43%	35%	-8%	-8%	
Bring Your Own Device (BYOD)		41%	47%	42%	41%	29%	-	-12%	

[2] An accessible version of this table without the trend lines is available in 4 Appendix – Accessible Tables

2.1.3 Comparison of current and future priorities

In Figure 2.6, a summary is shown of the difference between the percentage of important or very important responses for future priorities compared to the responses for current areas. The purpose of this analysis is to find gaps between current and future areas that respondents indicated as important or very important. This data shows that as with previous surveys the biggest gap is 16.3% for 'Data and Analytics', with 62% of respondents indicated this as an important or very important future area compared to 43% for current practice. Another area with a big difference in current and future importance is 'ePortfolios' which 32% of respondents indicated as important or very important as a current area, compared to 45% as a future area. Increases for 'Content Management Systems and VLEs' and are a lot smaller (1.3%), while 'Web conferencing/virtual classroom software' is actually perceived as slightly less important (-0.4%) for future compared to current practice.

In Table 2.3, the differences in the percentage of respondents indicating areas as important or very important between current and future areas is shown for this and previous surveys. This shows that historically 'Data and Analytics' has had the biggest difference between current and future importance which peaked in 2016.

In Figure 2.5, word frequencies are shown for free text responses to the question: '1b What is your favourite digital tool or app you find really useful in your job/role?'. The figure is dominated by Microsoft products including Microsoft Teams, Office 365 and OneNote. There were numerous mentions to Padlet and Twitter.

Term	*f.*
Microsoft Teams	19
Padlet	13
Office 365	10
Twitter	10
Moodle	8
OneNote	6
Zoom	6
Trello	5
G Suite	4
Panopto	4

Source: Association for Learning Technology (ALT) Annual Survey Report 2020

Figure 2.5 Word frequency of free text responses to favourite digital tool or app you find really useful in your job/role.

Difference of importance for current to future areas in 2019

Area	% Important/Very Important Responses
Data and Analytics (incl. Learning Analytics)	16.3%
ePortfolios	13.2%
Blended Learning	9.3%
Media production (e.g. podcasting, video interviews)	9.3%
Electronic assessment, submission & feedback tools	8.4%
Game-based/playful learning	7.9%
Digital repositories	7.5%
Blogs	6.6%
Digital and Open Badges	6.6%
Assistive technologies	6.2%
Plagiarism detection	6.2%
Open Education (Practices, Policy & Resources)	6.2%
Augmented and Virtual Reality	6.2%
Learning Space Design	5.7%
Lecture capture tools	4.4%
Social networking (e.g. Twitter, Facebook, Google+)	3.1%
Bring Your Own Device (BYOD)	3.1%
One-to-One Device initiatives	3.1%
Collaborative tools (e.g. Google G Suite, Office365, Padlet etc.)	3.1%
MOOCs, SPOCs, TOOCs etc.	2.6%
Content Management Systems and VLEs	1.3%
Web conferencing/virtual classroom software	-0.4%

% Important/Very Important Responses

Source: Association for Learning Technology (ALT) Annual Survey Report 2020

Figure 2.6 Difference in current and future areas marked important or very important.

Table 2.3 Difference in percentage of important/very important responses for future and current practice[3]

Area	2014	2015	2016	2017	2018	2019	Trend
Data and Analytics (incl. Learning analytics)	16.9%	17.3%	18.9%	14.6%	10.8%	16.3%	
ePortfolios	7.2%	8.2%	9.1%	6.2%	9.9%	13.2%	
Blended Learning				3.5%	2.5%	9.3%	
Media production (e.g. podcasting, video interviews)	5.6%	7.1%	6.8%	6.2%	5.9%	9.3%	
Electronic assessment, submission & feedback tools	2.8%	3.1%	4.5%	0.4%	4.9%	8.4%	
Game-based/playful learning	9.2%	7.1%	6.4%	6.6%	3.9%	7.9%	
Digital repositories	2.4%	7.7%	8.6%	8.4%	3.4%	7.5%	
Blogs	-1.2%	2.6%	3.3%	6.2%	2.0%	6.6%	
Digital and Open Badges	12.4%	9.7%	10.0%	4.9%	7.9%	6.6%	
Plagiarism detection			-0.6%	-2.2%	0.5%	6.2%	
Open Education (Practices, Policy & Resources)	10.4%	3.1%	3.8%	1.8%	4.4%	6.2%	
Augmented and Virtual Reality				6.6%	5.9%	6.2%	
Assistive technologies	6.8%	9.7%	8.1%	8.4%	9.4%	6.2%	
Learning Space Design				5.8%	3.4%	5.7%	
Lecture capture tools	7.2%	7.1%	7.9%	4.4%	5.4%	4.4%	
Social networking (e.g. Twitter, Facebook, Google+)	-3.2%	3.6%	-1.0%	4.4%	1.5%	3.1%	
Bring Your Own Device (BYOD)		3.1%	11.0%	9.3%	9.4%	3.1%	
One-to-One Device initiatives			4.6%	4.0%	2.5%	3.1%	
Collaborative tools (e.g. Google G Suite, Office365, Padlet etc.)	2.8%	4.6%	3.2%	2.7%	0.5%	3.1%	
MOOCs, SPOCs, TOOCs etc.	1.6%	5.6%	2.8%	4.9%	3.4%	2.6%	
Content Management Systems and VLEs	-1.2%	-2.6%	1.0%	0.4%	0.5%	1.3%	
Web conferencing/virtual classroom software	3.6%	3.1%	10.4%	2.2%	6.9%	-0.4%	

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[3] An accessible version of this table without the trend lines is available in 4 Appendix – Accessible Tables

2.2 Enablers and drivers of learning technology

As with previous surveys respondents were asked to identify the enablers and drivers for their use of learning technology on a 5-point Likert scale from strongly disagree to strongly agree. The responses to this question with enablers/drivers ordered by the aggregate agree/strongly agree Likert responses are summarised in Figure 2.7. As with previous years the top enabler/driver was engagement from students/learners with 82% of respondents agreeing or strongly agreeing with this statement. The area that respondent's thought was least likely to be an enabler or driver for their use of learning technology was professional incentives, with only 41% of respondents agreeing or strongly agreeing.

2. Would you describe the following as an enabler/driver for you in your use of Learning Technology?

Source: Association for Learning Technology (ALT) Annual Survey Report 2020

Figure 2.7 Ranking of enablers and drivers based on 5-point Likert responses to areas respondents agreed or strongly agreed

To highlight differences between surveys aggregated agree/strongly agree responses for this and previous surveys are ranked and changes shown in Figure 2.8. Graphing the data in this way reveals that respondents agree/strongly agree that 'Engagement from students/learners' is consistently the top enabler or driver for their use of learning technology. A big change this year has been recorded with the return of 'colleagues' commitment' and 'colleagues' knowledge/expertise' which have returned to the top three.

2. Would you describe the following as an enabler/driver for you in your use of Learning Technology? (Changes in relative rank 2014-2019)

Source: Association for Learning Technology (ALT) Annual Survey Report 2020

Figure 2.8 Comparison of agree/strongly agree responses to learning technology enablers and drivers as rank changes

In Table 2.4, the combined agree/strongly agree percentage responses for this and previous years surveys are shown in tabular form. The rank changes for 'colleagues' commitment' and 'colleagues' knowledge/expertise' are reflected in the proportion of respondents agreeing or strongly agreeing that these areas were enablers or drivers.

The biggest decline recorded in Table 2.4, also reflected by the ranking in Figure 2.8, is for 'Staff development opportunities' with only 59% of respondents agreeing or strongly agreeing that this was an enabler or driver, compared to 70% in the previous survey.
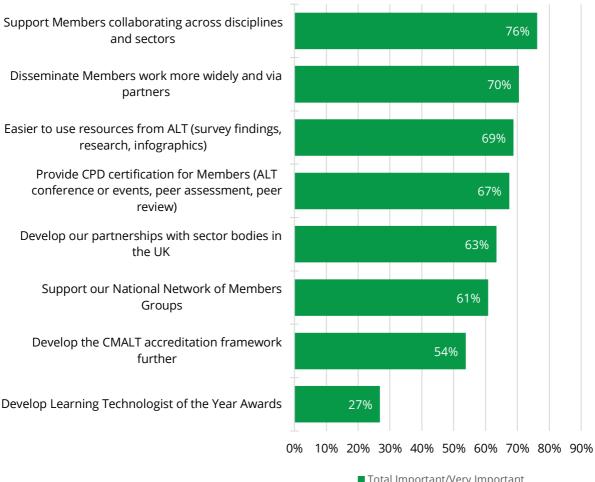
Table 2.4 Changes in agree/strongly agree responses to learning technology enablers/drivers[4]

Rank	Area	2014	2015	2016	2017	2018	2019	2014/ 19 +/-	2018/ 19 +/-	Trend
#1	Engagement from students/learners	73%	76%	79%	76%	83%	82%	9%	-1%	
#2	Colleagues' commitment	67%	64%	72%	72%	69%	75%	9%	6%	
#3	Colleagues' knowledge/expertise	71%	71%	72%	68%	68%	75%	4%	6%	
#4	Dedicated time	65%	61%	69%	65%	73%	71%	6%	-2%	
#5	Institutional culture	63%	63%	62%	64%	63%	62%	-1%	-1%	
#6	Strategy and leadership	62%	56%	64%	64%	67%	60%	-2%	-8%	
#7	Staff development opportunities	55%	62%	67%	69%	70%	59%	4%	-11%	
#8	Existing infrastructure	49%	53%	52%	54%	60%	57%	8%	-3%	
#9	Support staff	55%	58%	56%	62%	58%	57%	2%	-1%	
#10	Recognition for career development	45%	46%	50%	56%	59%	55%	9%	-4%	
#11	Organisational structure	47%	43%	49%	50%	54%	51%	4%	-4%	
#12	Changing administrative processes	39%	43%	44%	46%	47%	48%	8%	1%	
#13	Professional incentives	32%	38%	37%	46%	47%	41%	10%	-6%	

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[4] An accessible version of this table without the trend lines is available in 4 Appendix – Accessible Tables

2.3 ALT's priorities for 2020

As part of this year's survey respondents were able to provide feedback as part of the consultation for ALT's 2020-2025 strategy as well as specific strategic objectives for 2020. As part of this respondents were asked to indicate what they considered to be important for enhancing recognition, representation, professionalisation and impact for Learning Technology professionals. Respondents were also asked areas that were important to them when we put ALT values into practice. The questions presented to respondents are included in *4 Appendix – ALT Annual Survey Questions*. Respondents were asked to indicate on a 5-point Likert scale from not at all important to very important and the percentage of important/very important responses have been aggregated and ranked.

4. What is important to you when it comes to enhancing recognition and representation for Learning Technology professionals from all sectors?

Category	Total Important/Very Important
Support Members collaborating across disciplines and sectors	76%
Disseminate Members work more widely and via partners	70%
Easier to use resources from ALT (survey findings, research, infographics)	69%
Provide CPD certification for Members (ALT conference or events, peer assessment, peer review)	67%
Develop our partnerships with sector bodies in the UK	63%
Support our National Network of Members Groups	61%
Develop the CMALT accreditation framework further	54%
Develop Learning Technologist of the Year Awards	27%

■ Total Important/Very Important

Source: Association for Learning Technology (ALT) Annual Survey Report 2020

Figure 2.9 Important or very important areas for enhancing recognition and representation for Learning Technology professionals
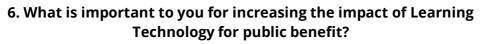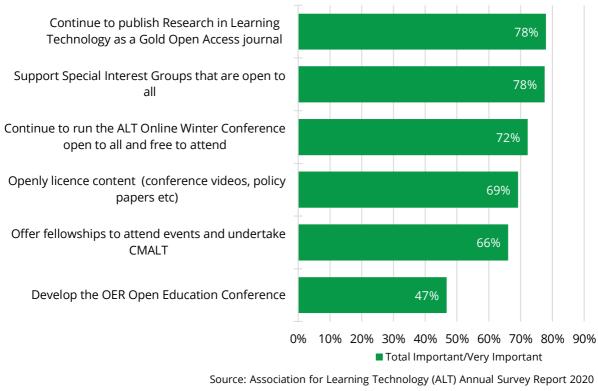
5. What is important to you for greater professionalisation of Learning Technology nationally?

Run CPD webinars (i.e. on GDPR, accessibility) — 76%

Represent Members in policy development (i.e. national edtech strategy) — 69%

Publish thematic collections in Research in Learning Technology — 63%

Develop a Learning Technology code of ethics or equivalent — 60%

Develop the #altc blog (which publishes case studies, reviews and interviews) — 58%

Work with industry (e.g. ALT's guide to working with edtech start ups) — 56%

Enhance the standing of ALT's Annual Conference for presenters and participants — 55%

Monthly meetings of the ALT Members Assembly (provide input to consultations, surveys and share updates) — 32%

Re-instate a consultancy register for ALT Members — 25%

■ Total Important/Very Important

Source: Association for Learning Technology (ALT) Annual Survey Report 2020

Figure 2.10 Summary of important/very important responses to areas respondents felt would lead to greater professionalisation of Learning Technology.

6. What is important to you for increasing the impact of Learning Technology for public benefit?
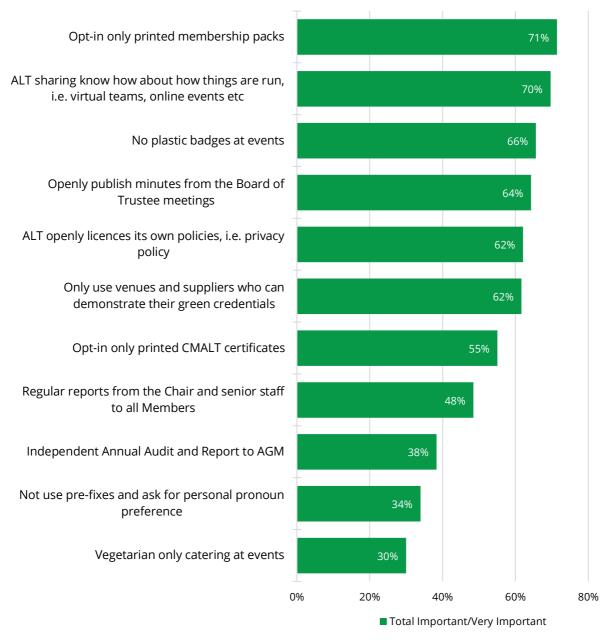

Source: Association for Learning Technology (ALT) Annual Survey Report 2020

Figure 2.11 Summary of important/very important responses to areas respondents felt would increase the impact of Learning Technology for public benefit.

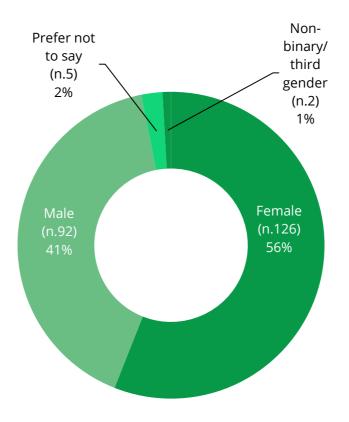## 7. What is important to you when we put our values into practice?

Figure 2.12 Summary of important/very important responses to areas respondents felt we should focus on when putting our values into practice.
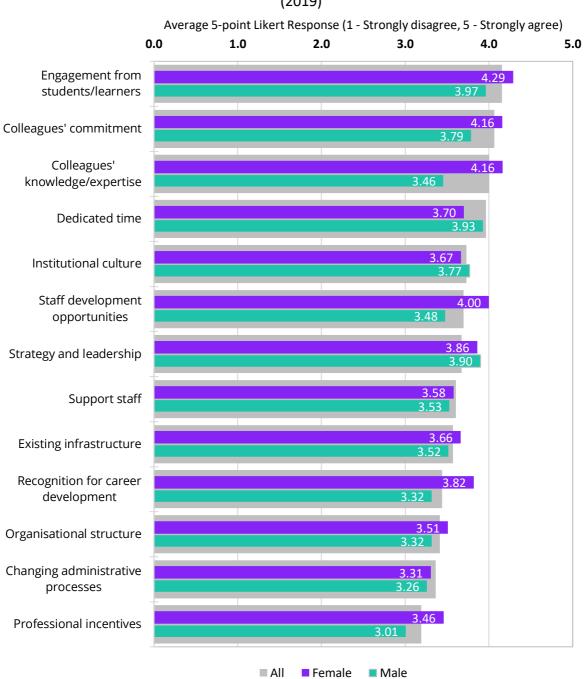
2.4 Promoting equality in Learning Technology professional practice

Equality and diversity are at the very heart of the values of the Association for Learning Technology (ALT) which inform all aspects of our activities and services. We aim to be open, transparent, inclusive, democratic, fair and free from discrimination in order to best meet the needs of all our members, ALT staff and the wider community.

The Association is committed to promoting and developing equality of opportunity in all its functions and as part of the analysis of the reporting from this year's survey we are including a gender analysis. For this we have prepared the data categorised where respondents indicated their gender as female or male (respondents were also able to select 'Prefer not to say', 'Non-binary/ third gender' and use a free text option to self-describe). In Figure 2.13, a summary of responses based on selected gender is shown.
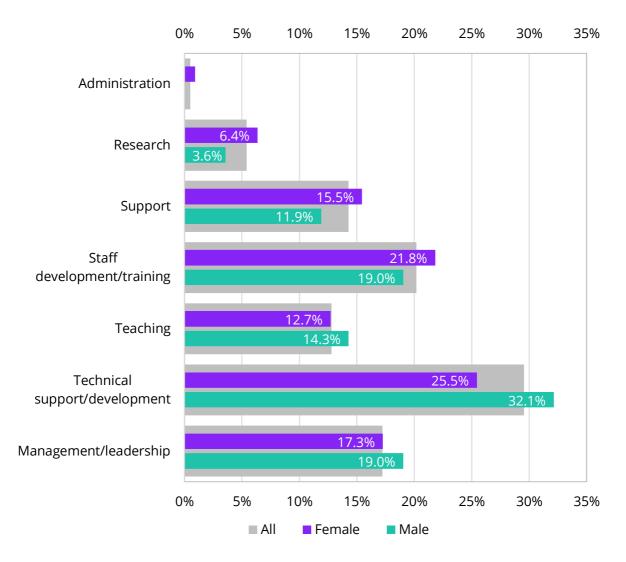

Figure 2.13 Proportion of survey responses based on gender

Enablers/drivers for the use of Learning Technology: Gender comparison (2019)

Average 5-point Likert Response (1 - Strongly disagree, 5 - Strongly agree)

Category	All	Female	Male
Engagement from students/learners		4.29	3.97
Colleagues' commitment		4.16	3.79
Colleagues' knowledge/expertise		4.16	3.46
Dedicated time		3.70	3.93
Institutional culture		3.67	3.77
Staff development opportunities		4.00	3.48
Strategy and leadership		3.86	3.90
Support staff		3.58	3.53
Existing infrastructure		3.66	3.52
Recognition for career development		3.82	3.32
Organisational structure		3.51	3.32
Changing administrative processes		3.31	3.26
Professional incentives		3.46	3.01

■ All ■ Female ■ Male

Source: Association for Learning Technology (ALT) Annual Survey Report 2020

Figure 2.14 Learning technology enablers/drivers responses categories by female and male responses.

What is the primary function of your role? (2019)

Administration
- All: (small)
- Female: (small)

Research
- Female: 6.4%
- Male: 3.6%

Support
- Female: 15.5%
- Male: 11.9%

Staff development/training
- Female: 21.8%
- Male: 19.0%

Teaching
- Female: 12.7%
- Male: 14.3%

Technical support/development
- Female: 25.5%
- Male: 32.1%

Management/leadership
- Female: 17.3%
- Male: 19.0%

Legend: All, Female, Male

Source: Association for Learning Technology (ALT) Annual Survey Report 2020

Figure 2.15 Indicated primary functions of role categories by female and male responses

2.5 Who responded to the survey

The following sections summarise demographic data collected as part of the survey. Where possible the data includes responses from the ALT Annual Survey 2017 which reveals similar profiles to respondents to this year's survey.
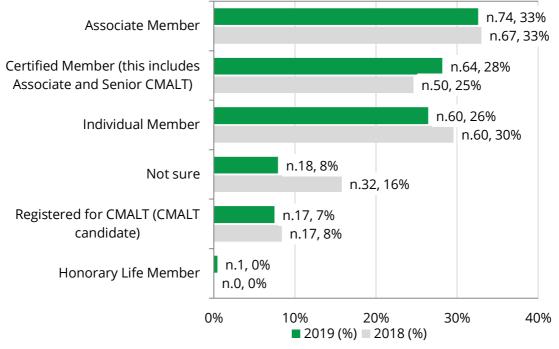

Source: Association for Learning Technology (ALT) Annual Survey Report 2020

Figure 2.16 Word frequency of respondent's job titles.
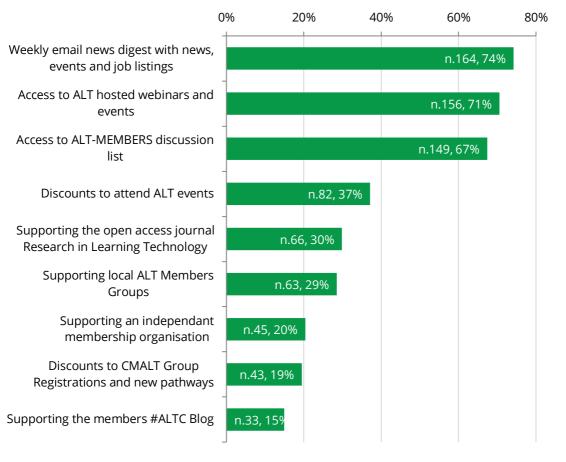
2.5.1 ALT Membership

8. Are you a member?

Source: Association for Learning Technology (ALT) Annual Survey Report 2020

Figure 2.17 Graph of respondent's membership type

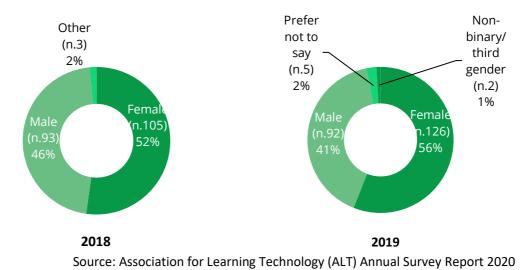## 9. Why are you a member of ALT?

Source: Association for Learning Technology (ALT) Annual Survey Report 2020

Figure 2.18 Graph of respondent's responses to why they are ALT Members
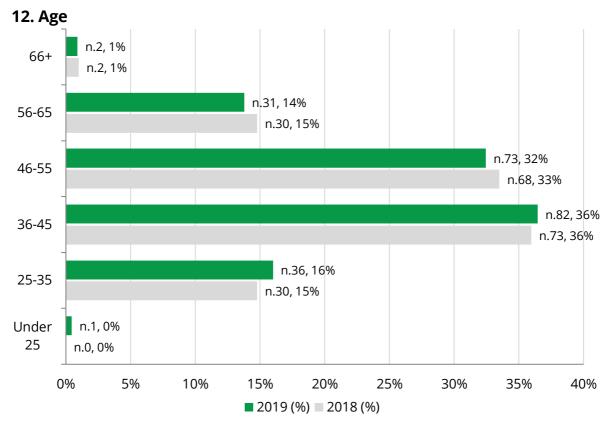
10. ALT is important to me because...

Source: Association for Learning Technology (ALT) Annual Survey Report 2020

Figure 2.19 Figure 2.14 Word cloud of responses to 'ALT is important to me because....'

2.5.2 Demographic

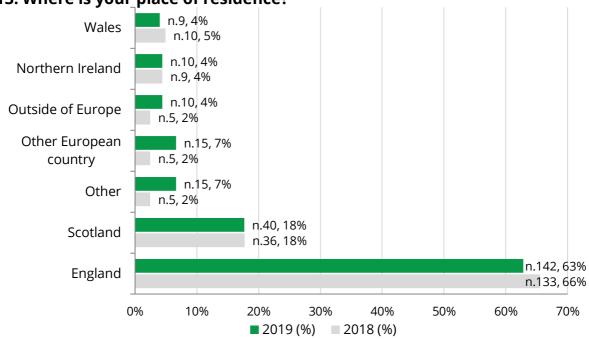Source: Association for Learning Technology (ALT) Annual Survey Report 2020

Figure 2.20 Graph of respondent's indicated gender with a comparison to the previous year survey responses[5].

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[5] In this year's survey respondents were also able to select 'Prefer not to say', 'Non-binary/ third gender' and use a free text option to self-describe

12. Age

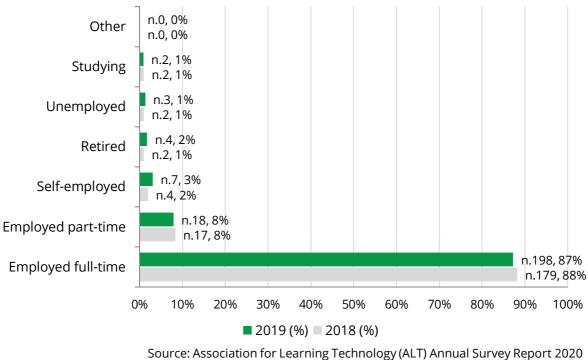Source: Association for Learning Technology (ALT) Annual Survey Report 2020

Figure 2.21 Graph of respondent's indicated age with a comparison to the previous year survey responses.

13. Where is your place of residence?

Wales — n.9, 4% (2019); n.10, 5% (2018)
Northern Ireland — n.10, 4% (2019); n.9, 4% (2018)
Outside of Europe — n.10, 4% (2019); n.5, 2% (2018)
Other European country — n.15, 7% (2019); n.5, 2% (2018)
Other — n.15, 7% (2019); n.5, 2% (2018)
Scotland — n.40, 18% (2019); n.36, 18% (2018)
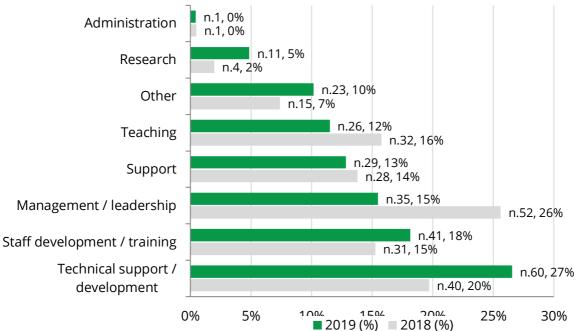England — n.142, 63% (2019); n.133, 66% (2018)

■ 2019 (%)   ■ 2018 (%)

Source: Association for Learning Technology (ALT) Annual Survey Report 2020

Figure 2.22 Graph of respondent's indicated place of residence with a comparison to the previous year survey responses.

14. How would you describe your current employment?

Other — n.0, 0% (2019); n.0, 0% (2018)
Studying — n.2, 1% (2019); n.2, 1% (2018)
Unemployed — n.3, 1% (2019); n.2, 1% (2018)
Retired — n.4, 2% (2019); n.2, 1% (2018)
Self-employed — n.7, 3% (2019); n.4, 2% (2018)
Employed part-time — n.18, 8% (2019); n.17, 8% (2018)
Employed full-time — n.198, 87% (2019); n.179, 88% (2018)

■ 2019 (%)   ■ 2018 (%)

Source: Association for Learning Technology (ALT) Annual Survey Report 2020
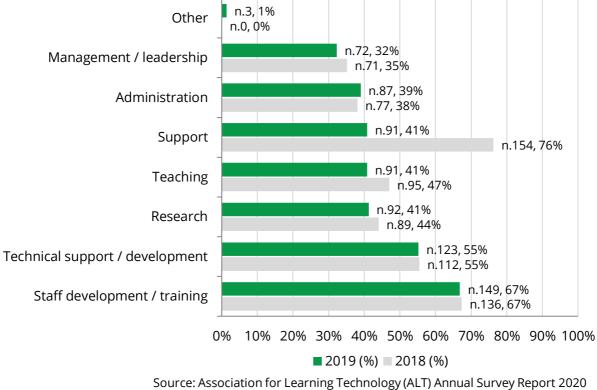
Figure 2.23 Graph of respondent's indicated employment status with a comparison to the previous year survey responses.

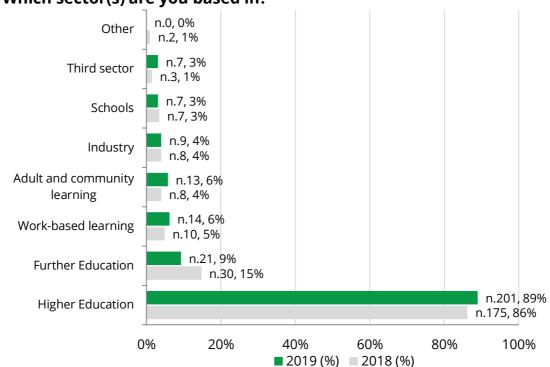## 16. What is the primary function of your role?

Administration
- n.1, 0% (2019)
- n.1, 0% (2018)

Research
- n.11, 5% (2019)
- n.4, 2% (2018)

Other
- n.23, 10% (2019)
- n.15, 7% (2018)

Teaching
- n.26, 12% (2019)
- n.32, 16% (2018)

Support
- n.29, 13% (2019)
- n.28, 14% (2018)

Management / leadership
- n.35, 15% (2019)
- n.52, 26% (2018)

Staff development / training
- n.41, 18% (2019)
- n.31, 15% (2018)

Technical support / development
- n.60, 27% (2019)
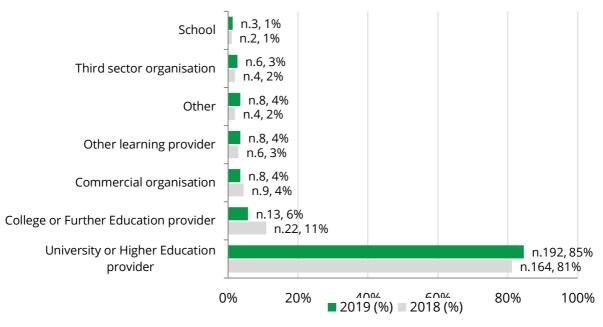- n.40, 20% (2018)

x-axis: 0% 5% 10% 15% 20% 25% 30%

Legend: ■ 2019 (%) ■ 2018 (%)

Source: Association for Learning Technology (ALT) Annual Survey Report 2020
Figure 2.24 Graph of respondent's primary role with a comparison to the previous year survey responses.

17. What are other functions of your role?

Other
- n.3, 1% (2019)
- n.0, 0% (2018)

Management / leadership
- n.72, 32% (2019)
- n.71, 35% (2018)

Administration
- n.87, 39% (2019)
- n.77, 38% (2018)

Support
- n.91, 41% (2019)
- n.154, 76% (2018)

Teaching
- n.91, 41% (2019)
- n.95, 47% (2018)

Research
- n.92, 41% (2019)
- n.89, 44% (2018)

Technical support / development
- n.123, 55% (2019)
- n.112, 55% (2018)

Staff development / training
- n.149, 67% (2019)
- n.136, 67% (2018)

x-axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Legend: ■ 2019 (%) ■ 2018 (%)

Source: Association for Learning Technology (ALT) Annual Survey Report 2020
Figure 2.25 Graph of respondent's secondary roles with a comparison to the previous year survey responses.

18. Which sector(s) are you based in?

Other
- n.0, 0% (2019)
- n.2, 1% (2018)

Third sector
- n.7, 3% (2019)
- n.3, 1% (2018)

Schools
- n.7, 3% (2019)
- n.7, 3% (2018)

Industry
- n.9, 4% (2019)
- n.8, 4% (2018)

Adult and community learning
- n.13, 6% (2019)
- n.8, 4% (2018)

Work-based learning
- n.14, 6% (2019)
- n.10, 5% (2018)

Further Education
- n.21, 9% (2019)
- n.30, 15% (2018)

Higher Education
- n.201, 89% (2019)
- n.175, 86% (2018)

■ 2019 (%) ■ 2018 (%)

Source: Association for Learning Technology (ALT) Annual Survey Report 2020

Figure 2.26 Graph of respondent's primary sector that they work in with a comparison to the previous year survey responses.

19. What type of organisation(s) do you currently work for?

School
- n.3, 1% (2019)
- n.2, 1% (2018)

Third sector organisation
- n.6, 3% (2019)
- n.4, 2% (2018)

Other
- n.8, 4% (2019)
- n.4, 2% (2018)

Other learning provider
- n.8, 4% (2019)
- n.6, 3% (2018)

Commercial organisation
- n.8, 4% (2019)
- n.9, 4% (2018)

College or Further Education provider
- n.13, 6% (2019)
- n.22, 11% (2018)

University or Higher Education provider
- n.192, 85% (2019)
- n.164, 81% (2018)

■ 2019 (%) ■ 2018 (%)

Source: Association for Learning Technology (ALT) Annual Survey Report 2020

Figure 2.27 Graph of type of organisation respondent's work for with a comparison to the previous year survey responses.

3 Appendix – Accessible Tables

Table 3.1 Accessible version of changes in current important/very important areas

Area	2014	2015	2016	2017	2018	2019	2014/ 19 +/-	2018/ 19 +/-
Web conferencing/virtual classroom software	60%	56%	53%	60%	60%	71%	11%	11%
Assistive technologies	29%	18%	25%	33%	40%	48%	19%	8%
Collaborative tools (e.g. Google G Suite, Office365, Padlet etc.)	50%	52%	60%	64%	66%	70%	20%	4%
Game-based/playful learning	15%	14%	20%	23%	24%	25%	10%	1%
Augmented and Virtual Reality				22%	20%	20%	-	0%
MOOCs, SPOCs, TOOCs etc.	39%	30%	29%	31%	25%	25%	-14%	0%
Blogs	44%	43%	39%	35%	34%	33%	-11%	-1%
Digital and Open Badges	21%	15%	20%	20%	19%	17%	-4%	-2%
One-to-One Device initiatives		9%	8%	14%	12%	10%	-	-2%
Electronic assessment, submission & feedback tools	68%	69%	69%	75%	70%	67%	-1%	-3%
Lecture capture tools	41%	40%	45%	35%	55%	52%	11%	-3%
Media production (e.g. podcasting, video interviews)	57%	53%	56%	57%	55%	52%	-5%	-3%
Blended Learning				65%	71%	67%	-	-4%
Content Management Systems and VLEs	81%	81%	79%	80%	83%	78%	-3%	-5%
Open Education (Practices, Policy & Resources)	40%	36%	40%	36%	36%	31%	-9%	-5%
Bring Your Own Device (BYOD)		38%	36%	33%	32%	26%	-	-6%
Data and Analytics (incl. Learning analytics)	37%	40%	43%	47%	50%	43%	6%	-7%
Learning Space Design				35%	43%	36%	-	-7%
Plagiarism detection		53%	49%	52%	55%	47%	-	-8%
Social networking (e.g. Twitter, Facebook, Google+)	59%	53%	51%	47%	44%	35%	-24%	-9%
ePortfolios	39%	35%	39%	37%	42%	32%	-7%	-10%
Digital repositories	41%	33%	35%	33%	40%	28%	-13%	-12%

Table 3.2 Accessible version of changes in future important/very important areas

Area	2014	2015	2016	2017	2018	2019	2014/ 19 +/-	2018/ 19 +/-
Collaborative tools (e.g. Google G Suite, Office365, Padlet etc.)	53%	57%	62%	66%	66%	74%	21%	8%
Assistive technologies	36%	28%	33%	41%	49%	55%	19%	6%
Game-based/playful learning	24%	21%	26%	30%	28%	33%	9%	5%
Blogs	43%	46%	42%	42%	36%	39%	-4%	3%
Web conferencing/virtual classroom software	63%	59%	63%	62%	67%	70%	7%	3%
Blended Learning				69%	74%	76%	-	2%
Electronic assessment, submission & feedback tools	71%	72%	74%	76%	75%	76%	5%	1%
Media production (e.g. podcasting, video interviews)	62%	60%	63%	63%	61%	62%	0%	1%
Augmented and Virtual Reality				29%	26%	26%	-	0%
One-to-One Device initiatives			12%	18%	14%	13%	-	-1%
MOOCs, SPOCs, TOOCs etc.	40%	35%	32%	35%	29%	27%	-13%	-2%
Data and Analytics (incl. Learning Analytics)	53%	58%	62%	62%	61%	59%	6%	-2%
Plagiarism detection			48%	50%	55%	53%	-	-2%
Digital and Open Badges	34%	24%	30%	25%	27%	24%	-10%	-3%
Content Management Systems and VLEs	80%	79%	80%	80%	83%	79%	-1%	-4%
Open Education (Practices, Policy & Resources)	50%	39%	44%	38%	41%	37%	-13%	-4%
Learning Space Design				41%	46%	42%	-	-4%
Lecture capture tools	48%	47%	52%	60%	61%	57%	9%	-4%
ePortfolios	46%	43%	49%	43%	52%	45%	-1%	-7%
Social networking (e.g. Twitter, Facebook, Google+)	56%	57%	50%	51%	45%	38%	-18%	-7%
Digital repositories	43%	41%	44%	42%	43%	35%	-8%	-8%
Bring Your Own Device (BYOD)		41%	47%	42%	41%	29%	-	-12%

Table 3.3 Accessible version of difference in percentage of important/very important responses for future and current practice in surveys from 2014-2018

Area	2014	2015	2016	2017	2018	2019
Data and Analytics (incl. Learning analytics)	16.9%	17.3%	18.9%	14.6%	10.8%	16.3%
ePortfolios	7.2%	8.2%	9.1%	6.2%	9.9%	13.2%
Blended Learning				3.5%	2.5%	9.3%
Media production (e.g. podcasting, video interviews)	5.6%	7.1%	6.8%	6.2%	5.9%	9.3%
Electronic assessment, submission & feedback tools	2.8%	3.1%	4.5%	0.4%	4.9%	8.4%
Game-based/playful learning	9.2%	7.1%	6.4%	6.6%	3.9%	7.9%
Digital repositories	2.4%	7.7%	8.6%	8.4%	3.4%	7.5%
Blogs	-1.2%	2.6%	3.3%	6.2%	2.0%	6.6%
Digital and Open Badges	12.4%	9.7%	10.0%	4.9%	7.9%	6.6%
Plagiarism detection			-0.6%	-2.2%	0.5%	6.2%
Open Education (Practices, Policy & Resources)	10.4%	3.1%	3.8%	1.8%	4.4%	6.2%
Augmented and Virtual Reality				6.6%	5.9%	6.2%
Assistive technologies	6.8%	9.7%	8.1%	8.4%	9.4%	6.2%
Learning Space Design				5.8%	3.4%	5.7%
Lecture capture tools	7.2%	7.1%	7.9%	4.4%	5.4%	4.4%
Social networking (e.g. Twitter, Facebook, Google+)	-3.2%	3.6%	-1.0%	4.4%	1.5%	3.1%
Bring Your Own Device (BYOD)		3.1%	11.0%	9.3%	9.4%	3.1%
One-to-One Device initiatives			4.6%	4.0%	2.5%	3.1%
Collaborative tools (e.g. Google G Suite, Office365, Padlet etc.)	2.8%	4.6%	3.2%	2.7%	0.5%	3.1%
MOOCs, SPOCs, TOOCs etc.	1.6%	5.6%	2.8%	4.9%	3.4%	2.6%
Content Management Systems and VLEs	-1.2%	-2.6%	1.0%	0.4%	0.5%	1.3%
Web conferencing/virtual classroom software	3.6%	3.1%	10.4%	2.2%	6.9%	-0.4%

Table 3.4 Accessible version of changes in agree/strongly agree responses to learning technology enablers and drivers

Rank	Area	2014	2015	2016	2017	2018	2019	2014/ 19 +/-	2018/ 19 +/-
#1	Engagement from students/learners	73%	76%	79%	76%	83%	82%	9%	-1%
#2	Colleagues' commitment	67%	64%	72%	72%	69%	75%	9%	6%
#3	Colleagues' knowledge/expertise	71%	71%	72%	68%	68%	75%	4%	6%
#4	Dedicated time	65%	61%	69%	65%	73%	71%	6%	-2%
#5	Institutional culture	63%	63%	62%	64%	63%	62%	-1%	-1%
#6	Strategy and leadership	62%	56%	64%	64%	67%	60%	-2%	-8%
#7	Staff development opportunities	55%	62%	67%	69%	70%	59%	4%	-11%
#8	Existing infrastructure	49%	53%	52%	54%	60%	57%	8%	-3%
#9	Support staff	55%	58%	56%	62%	58%	57%	2%	-1%
#10	Recognition for career development	45%	46%	50%	56%	59%	55%	9%	-4%
#11	Organisational structure	47%	43%	49%	50%	54%	51%	4%	-4%
#12	Changing administrative processes	39%	43%	44%	46%	47%	48%	8%	1%
#13	Professional incentives	32%	38%	37%	46%	47%	41%	10%	-6%

4 Appendix – ALT Annual Survey Questions

ALT Annual Survey 2019 - have your say

Welcome to the ALT Annual Survey 2019. The purpose of this survey is to engage with ALT members to:
- Help map the ALT strategy to professional practice to better meet the needs of and represent our members;
- Show how Learning Technology is used across sectors;
- Understand current and future practice.

This year's survey also forms part of our consultation for ALT's 2020-2025 strategy. We will use the results of this survey to inform the work of ALT for the coming strategy period, what we prioritise and how we put our shared values into practice. Find out more about what we have achieved in the ALT Impact Report 2017-20, see https://www.alt.ac.uk/impact-report .

The survey should take you no more than 10 minutes to complete and is primarily for ALT members, both individual and organisations. However we welcome responses from anyone with an interest in Learning Technology.

For more context about the ALT Annual Survey you can read:
https://www.alt.ac.uk/news/all_news/opening-alt-annual-survey-2019

The questions and responses from previous Annual Surveys are accessible from
https://www.alt.ac.uk/about-alt/what-we-do/annual-survey.
*Required

Skip to question 1Skip to question 1

Your perspective on Learning Technology

This first section is about your current practice/work.

1. **1. How important have the following been to your work over the past year?** *

Please give a rating from 1 to 5, where 1 = not at all important and 5 = very important.

Mark only one oval per row.

	1	2	3	4	5	Don't know
Assistive technologies	◯	◯	◯	◯	◯	◯
Electronic assessment, submission & feedback tools	◯	◯	◯	◯	◯	◯
Plagiarism detection	◯	◯	◯	◯	◯	◯
ePortfolios	◯	◯	◯	◯	◯	◯
Digital and Open Badges	◯	◯	◯	◯	◯	◯
Content Management Systems and VLEs	◯	◯	◯	◯	◯	◯
Lecture capture tools	◯	◯	◯	◯	◯	◯
Media production (e.g. podcasting, video interviews)	◯	◯	◯	◯	◯	◯
Augmented and Virtual Reality	◯	◯	◯	◯	◯	◯
Digital repositories	◯	◯	◯	◯	◯	◯
Open Education (Practices, Policy & Resources)	◯	◯	◯	◯	◯	◯
Data and Analytics (incl. Learning Analytics)	◯	◯	◯	◯	◯	◯
Learning Space Design	◯	◯	◯	◯	◯	◯
Social networking (e.g. Twitter, Facebook, Google+)	◯	◯	◯	◯	◯	◯
Web conferencing/virtual classroom software	◯	◯	◯	◯	◯	◯
Collaborative tools (e.g. Google G Suite, Office365, Padlet etc.)	◯	◯	◯	◯	◯	◯

Blogs	○	○	○	○	○	○
Game-based/playful learning	○	○	○	○	○	○
MOOCs, SPOCs, TOOCs etc.	○	○	○	○	○	○
Bring Your Own Device (BYOD) initiatives	○	○	○	○	○	○
One-to-One Device initiatives	○	○	○	○	○	○
Blended Learning	○	○	○	○	○	○

2. 1b What is your favourite digital tool or app you find really useful in your job/role?

_____

3. 1c Is there a prefered form of teaching, learning or assessment that you use with in job/role?

_____

Learning Technology… continued

4. 2. Would you describe the following as an enabler/driver for you in your use of Learning Technology? *

Please choose a rating from 1 to 5, where 1 = strongly disagree and 5 = strongly agree.

Mark only one oval per row.

	1	2	3	4	5	Don't know
Dedicated time	◯	◯	◯	◯	◯	◯
Professional incentives	◯	◯	◯	◯	◯	◯
Colleagues' knowledge/expertise	◯	◯	◯	◯	◯	◯
Staff development opportunities	◯	◯	◯	◯	◯	◯
Colleagues' commitment	◯	◯	◯	◯	◯	◯
Recognition for career development	◯	◯	◯	◯	◯	◯
Support staff	◯	◯	◯	◯	◯	◯
Organisational structure	◯	◯	◯	◯	◯	◯
Changing administrative processes	◯	◯	◯	◯	◯	◯
Institutional culture	◯	◯	◯	◯	◯	◯
Strategy and leadership	◯	◯	◯	◯	◯	◯
Engagement from students/learners	◯	◯	◯	◯	◯	◯
Existing infrastructure	◯	◯	◯	◯	◯	◯

Learning Technology in the coming year

5. 3. And how important do you expect the following will be for you in the coming year? *

Please give a rating from 1 to 5, where 1 = not at all important and 5 = very important.

Mark only one oval per row.

	1	2	3	4	5	Don't know
Assistive technologies	◯	◯	◯	◯	◯	◯
Electronic assessment, submission & feedback tools	◯	◯	◯	◯	◯	◯
Plagiarism detection	◯	◯	◯	◯	◯	◯
ePortfolios	◯	◯	◯	◯	◯	◯
Digital and Open Badges	◯	◯	◯	◯	◯	◯
Content Management Systems and VLEs	◯	◯	◯	◯	◯	◯
Lecture capture tools	◯	◯	◯	◯	◯	◯
Media production (e.g. podcasting, video interviews)	◯	◯	◯	◯	◯	◯
Augmented and Virtual Reality	◯	◯	◯	◯	◯	◯
Digital repositories	◯	◯	◯	◯	◯	◯
Open Education (Practices, Policy & Resources)	◯	◯	◯	◯	◯	◯
Data and Analytics (incl. Learning Analytics)	◯	◯	◯	◯	◯	◯
Learning Space Design	◯	◯	◯	◯	◯	◯
Social networking (e.g. Twitter, Facebook, Google+)	◯	◯	◯	◯	◯	◯
Web conferencing/virtual classroom software	◯	◯	◯	◯	◯	◯
Collaborative tools (e.g. Google G Suite, Office365,	◯	◯	◯	◯	◯	◯

Padlet etc.)

Blogs	◯	◯	◯	◯	◯	◯
Game-based/playful learning	◯	◯	◯	◯	◯	◯
MOOCs, SPOCs, TOOCs etc.	◯	◯	◯	◯	◯	◯
Bring Your Own Device (BYOD)	◯	◯	◯	◯	◯	◯
One-to-One Device initiatives	◯	◯	◯	◯	◯	◯
Blended Learning	◯	◯	◯	◯	◯	◯

Our priorities for 2020-2025 Strategy

In this section of the survey we invite you to help inform how we what we focus on in the next strategy period in order to achieve our strategic aims and what priorities we should set for the coming year:

6. **4. What is important to you when it comes to enhancing recognition and representation for Learning Technology professionals from all sectors? ***

Please give a rating from 1 to 5, where 1 = not at all important and 5 = very important.

Mark only one oval per row.

	1	2	3	4	5	Don't know
Develop the CMALT accreditation framework further	◯	◯	◯	◯	◯	◯
Provide CPD certification for Members (ALT conference or events, peer assessment, peer review)	◯	◯	◯	◯	◯	◯
Develop Learning Technologist of the Year Awards	◯	◯	◯	◯	◯	◯
Disseminate Members work more widely and via partners	◯	◯	◯	◯	◯	◯
Support our National Network of Members Groups	◯	◯	◯	◯	◯	◯
Support Members collaborating across disciplines and sectors	◯	◯	◯	◯	◯	◯
Develop our partnerships with sector bodies in the UK	◯	◯	◯	◯	◯	◯
Easier to use resources from ALT (survey findings, research, infographics)	◯	◯	◯	◯	◯	◯

7. **5. What is important to you for greater professionalisation of Learning Technology nationally? ***

Please give a rating from 1 to 5, where 1 = not at all important and 5 = very important.

Mark only one oval per row.

	1	2	3	4	5	Don't know
Monthly meetings of the ALT Members Assembly (provide input to consultations, surveys and share updates)	◯	◯	◯	◯	◯	◯
Publish thematic collections in Research in Learning Technology	◯	◯	◯	◯	◯	◯
Run CPD webinars (i.e. on GDPR, accessibility)	◯	◯	◯	◯	◯	◯
Work with industry (e.g. ALT's guide to working with edtech start ups)	◯	◯	◯	◯	◯	◯
Enhance the standing of ALT's Annual Conference for presenters and participants	◯	◯	◯	◯	◯	◯
Develop the #altc blog (which publishes case studies, reviews and interviews)	◯	◯	◯	◯	◯	◯
Re-instate a consultancy register for ALT Members	◯	◯	◯	◯	◯	◯
Represent Members in policy development (i.e. national edtech strategy)	◯	◯	◯	◯	◯	◯
Develop a Learning Technology code of ethics or equivalent	◯	◯	◯	◯	◯	◯

8. **6. What is important to you for increasing the impact of Learning Technology for public benefit? ***

Please give a rating from 1 to 5, where 1 = not at all important and 5 = very important.

Mark only one oval per row.

	1	2	3	4	5	Don't know
Continue to run the ALT Online Winter Conference open to all and free to attend	○	○	○	○	○	○
Continue to publish Research in Learning Technology as a Gold Open Access journal	○	○	○	○	○	○
Support Special Interest Groups that are open to all	○	○	○	○	○	○
Develop the OER Open Education Conference	○	○	○	○	○	○
Openly licence content (conference videos, policy papers etc)	○	○	○	○	○	○
Offer fellowships to attend events and undertake CMALT	○	○	○	○	○	○

9. **7. What is important to you when we put our values into practice?** *

We work hard put our values into practice in the way the Association operates. Please give a rating from 1 to 5, where 1 = not at all important and 5 = very important.

Mark only one oval per row.

	1	2	3	4	5	Don't know
No plastic badges at events	◯	◯	◯	◯	◯	◯
Vegetarian only catering at events	◯	◯	◯	◯	◯	◯
Opt-in only printed membership packs	◯	◯	◯	◯	◯	◯
Opt-in only printed CMALT certificates	◯	◯	◯	◯	◯	◯
Regular reports from the Chair and senior staff to all Members	◯	◯	◯	◯	◯	◯
ALT sharing know how about how things are run, i.e. virtual teams, online events etc	◯	◯	◯	◯	◯	◯
ALT openly licences its own policies, i.e. privacy policy	◯	◯	◯	◯	◯	◯
Independent Annual Audit and Report to AGM	◯	◯	◯	◯	◯	◯
Not use pre-fixes and ask for personal pronoun preference	◯	◯	◯	◯	◯	◯
Only use venues and suppliers who can demonstrate their green credentials	◯	◯	◯	◯	◯	◯
Openly publish minutes from the Board of Trustee meetings	◯	◯	◯	◯	◯	◯

Your Membership

10.   8. Are you a member? *

Select all that apply.

Tick all that apply.

- [ ] Individual Member
- [ ] Certified Member (this includes Associate and Senior CMALT)
- [ ] Associate Member
- [ ] Organisational Member Representative
- [ ] Honorary Life Member
- [ ] Registered for CMALT (CMALT candidate)
- [ ] Not sure

11.   9. Why are you a member of ALT?

Tick all that apply

Tick all that apply.

- [ ] Weekly email news digest with news, events and job listings
- [ ] Access to ALT-MEMBERS discussion list
- [ ] Access to ALT hosted webinars and events
- [ ] Discounts to attend ALT events
- [ ] Discounts to CMALT Group Registrations and new pathways
- [ ] Supporting the open access journal Research in Learning Technology
- [ ] Supporting the members #ALTC Blog
- [ ] Supporting local ALT Members Groups
- [ ] Supporting an independant membership organisation
- Other: [ ] _____

12.   10. ALT is important to me because...

Whether you've just joined, re-engaged or been an active Member for a long time, we'd like to hear what's important about ALT to you.

_____

_____

_____

_____

_____

About you

Please tell us more about yourself to help us build an up-to-date picture of our community across all the sectors in which we work.

13. 11. Gender

The other option can be used to self-describe.

Mark only one oval.

◯ Female

◯ Male

◯ Prefer not to say

◯ Non-binary/ third gender

◯ Other: _____

14. 12. Age

Tick all that apply.

☐ Under 25

☐ 25-35

☐ 36-45

☐ 46-55

☐ 56-65

☐ 66+

15. 13. Where is your place of residence?

Tick all that apply.

☐ England

☐ Scotland

☐ Wales

☐ Northern Ireland

☐ Other European country

☐ Outside of Europe

About you... continued

16.   14. How would you describe your current employment?

Tick all that apply.

- [ ] Employed full-time
- [ ] Employed part-time
- [ ] Self-employed
- [ ] Unemployed
- [ ] Retired
- [ ] Studying

Other: [ ] _____

17.   15. What is your job title?

If not employed, you can provide your last job title.

_____

18.   16. What is the primary function of your role?

Mark only one oval.

- ( ) Teaching
- ( ) Research
- ( ) Management/leadership
- ( ) Support
- ( ) Administration
- ( ) Staff development/training
- ( ) Technical support/development
- ( ) Other: _____

19. **17. What are other functions of your role?**
Select all that apply.

Tick all that apply.

☐ Teaching
☐ Research
☐ Management/leadership
☐ Support
☐ Administration
☐ Staff development/training
☐ Technical support/development
Other: ☐ _____

20. **18. Which sector(s) are you based in?**
Select all that apply.

Tick all that apply.

☐ Schools
☐ Further Education
☐ Higher Education
☐ Work-based learning
☐ Adult and community learning
☐ Industry
☐ Third sector
Other: ☐ _____

21. **19. What type of organisation(s) do you currently work for?**
Select all that apply.

Tick all that apply.

☐ School
☐ College or Further Education provider
☐ University or Higher Education provider
☐ Other learning provider
☐ Commercial organisation
☐ Third sector organisation
Other: ☐ _____

22. Privacy Policy *

All data submitted via this survey will be analysed and shared openly in anonymised form and handled in accordance with the ALT Privacy Policy.

Tick all that apply.

☐ I permit my anonymised responses to be shared and have read/accept the Privacy Policy - https://www.alt.ac.uk/privacy-policy