LearnIT2teach

2016-2017 LINC Program Impact Evaluation Report

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A PROJECT OF

NEW LANGUAGE SOLUTIONS

This publication is also available electronically online
on the LearnIT2Teach project portal at **learnit2teach.ca**.

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1. EXECUTIVE SUMMARY

Learning technology has the potential to enable better practices in settlement language training within the walls of the classroom and beyond. Reinforcing and enhancing face to face instruction with complementary online resources has been demonstrated to be effective in building language and settlement skills and supporting the development of digital literacy. The emergence of mobile learning means language laboratories need no longer be the sole access to Language Instruction for Newcomers to Canada (LINC) blended learning tools. Learners with smart devices of any kind can access their course anywhere they have an Internet connection. Courseware access is not the same issue it was five years ago when many service providers lacked hardware or reliable Internet connections. However, wifi access still remains an issue at many LINC centres.

The LearnIT2teach Project hosts learner courseware for blended classes in an open-source learning management system (Moodle). Through its Edulinc distributed learning site, the project has developed, updated and maintained 29 'starter' courses for teachers. The starter courses represent a turnkey solution to various Canadian Language benchmarks (CLB) levels and are multi-level or level specific as required.

Evaluation and re-evaluation have been constants in the LearnIT2teach Project. Based on research and evaluation since project inception in 2010, this report summarizes results from two surveys of the implementation of learning technologies in LINC programs undertaken in Ontario and across Canada.

To better understand the opportunities and challenges of blended learning uptake in LINC programs, the project has conducted two surveys of LINC administrators and instructors (2012 and 2016-17). In this report we include findings on student attendance and interest, good blended learning practice, the use of Web-based resources, advantages to improving access to learning technologies, and main barriers to technology integration. A longitudinal analysis reveals that most issues that emerged from the two surveys have not changed significantly. Some barriers identified have diminished over time but other issues have persisted or are perceived to have increased. Among these are access to smart devices (computers, tablets or smartphones), reliability of program access to the Internet, adequate tech support, paid instructor release time for training, support for flexible delivery options, and making more effective use of learning technologies.

Since the inception of the LearnIT2teach Project in January 2010, more than 2,800 LINC teachers have completed Stage 1 training and been equipped with starter courses to implement blended learning locally. The project provides a four-stage teacher training and professional development program. Teachers must take the training to be eligible to access the Edulinc courseware to use with their students in a blended learning environment. LearnIT2Teach has engaged in constant

improvement and augmentation of teacher training and learner courseware, including steps to support Portfolio-based language assessment (PBLA). There are plentiful examples across Canada of successful uptake by individual teachers and in some cases, entire programs. Surveys completed by training participants indicate 90%+ satisfaction with the training.

Yet, many LINC professionals have struggled to get started locally, and others have still not taken first steps. Immigration, Refugees, and Citizenship Canada (IRCC) has mandated PBLA for the sector whereas LINC blended learning is an option for teachers and programs, albeit a free one. The different mandates of PBLA and LearnIT2teach can partially explain delays by some sector professionals as they have worked to realize the benefits of PBLA locally, perhaps deferring blended learning innovation to a future date. However, the result for learners of delaying is continuing barriers to online learning. Many newcomers struggle to balance their communication needs with low incomes, family responsibilities and entry-level employment. Online learning is part of the LINC solution to program access, waiting lists and the day to day struggle of newcomers to communicate in English.

2. BACKGROUND

Language Instruction for Newcomers to Canada (LINC) and other similar programs attempt to promote the development of "authentic language use, reflecting a task-based, communicative competence approach to learning" (Blakely & Singh, p. 7). The Canadian Language Benchmarks (CLB) were developed in the early 90s and updated in 2012 and provide a twelve-level taxonomy of English language skills. The benchmarks provide a scale for assessing newcomer language proficiency and are the framework for curriculum development and program delivery. The benchmarks have been further articulated in curriculum guidelines, assessment tools, lesson plans and curricula that provide additional foundation elements for the LINC program. Furthermore, LINC providers in Ontario used to require teachers to be certified in Teaching English as a Second Language (TESL). In comparison to the adult literacy basic skills sector, LINC practitioners, clients and policymakers benefit from a relatively transparent, rational and well-articulated framework that shapes aspects of program delivery; such that goals should be clear and effectively implemented.

Whereas Immigration, Refugees, and Citizenship Canada (IRCC), formerly Citizenship and Immigration Canada (CIC) reports indicate LINC is having a positive impact on English language skills and orientation to Canada (LINC Evaluation Report, 2010, p. 44), in reality, problems have been identified with, 1) the effectiveness of the program, and, 2) levels of newcomer participation.

Where, on the one hand, CIC has stated, "LINC training is high quality and designed to meet the needs of students" (p. 42), language gains are mainly in reading and writing, whereas "…for listening and speaking, the gains were not beyond what they would have achieved from [just] living in Canada" (p. 32). In fact, real learning gains seem to appear only when learners spend at least 1,000 hours in the program (p. 32). Surprisingly, "LINC clients are settling well in Canada, but they are no further ahead than non-clients when it comes to certain initial settlement activities" (p. 36).

As for problem 2), levels of newcomer participation in LINC, the program seems to score well on measures of accessibility—it is free, learner assessment and placement work well, transportation, disability and childcare assistance expand its client base, especially caregivers, multiple service providers such as colleges, school boards, and community organizations mean convenient locations (p. 22-23) —but "The perception about the program is that the uptake rate for LINC is low" (p. 30). However, many LINC centres have long waiting lists so low uptake may be due to a lack of funding, resources, and flexible options for the delivery of LINC programming.

One hope for the better integration of learning technology is improved language training accessibility as it enables flexible program options such as blended or online distance classes that may better match the time constraints of newcomers struggling with entry-level employment, family obligations or illness.

Currently, no comprehensive survey of the implementation of e-learning technology has been undertaken, but useful and generalizable lessons can be drawn from an Ontario Ministry of Citizenship and Immigration (MCI) sponsored study of the province's ESL program delivered through school boards to adult immigrants. That study indicates very uneven access to the Internet and e-learning tools from provincial ESL program to program. Also, teacher and learner readiness to learn with technology remains a serious obstacle. A common problem is inadequate infrastructure; "77% of instructors, 70% of administrators and over half the learners cited the current lack of adequate e-learning infrastructure as a barrier to ESL e-learning" (Lawrence et al, 2014, p. 14). Access to learning technology is uneven from program to program: many sites lack even adequate wiring for multiple computers; other sites have state of the art laptop carts portable from class to class and hi-speed Internet. Additional barriers to learning technology are wide ranging but include, "a lack of resources, inadequate equipment and training, and the absence of a cohesive plan" (p. 12).

Many LINC providers are also ESL providers so there are correlations in these observations with federal programs.

2.1 LINC Blended Learning – Edulinc

In 2007, CIC contracted a research report on the potential for learning technology in CIC-funded language training programs. The resulting report, Fast Forward: An Analysis of Online and Distance Language Training (Kelly, Kennell, McBride & Sturm, 2008) presented arguments and evidence to support an expanded role for online learning and information technology in adult newcomer second language training.

One core argument of the report was that the emergence of the Internet and modes of device mediated communication meant that computer language laboratory could evolve beyond behaviourist based drill and practice in the computer lab. A new learning paradigm had emerged where the face-to-face classroom could expand to include an online modality of device mediated communication between and among teachers and learners, and the exploration of the Internet in the relative safety of the language course.

Among other specific recommendations, the report advocated the development of online learning tools based on open-source learning management system solution, and language training learning objects developed for LINC learners and released/ hosted as Open Education Resources in the sector.

Projects to develop online curricula for blended learning were initiated in 2008 in the Ontario Region of the federal department. The LearnIT2teach Project launched in January 2010 to distribute the resulting learner courseware for blended classes by hosting it in an open-source learning management system (Moodle). Through its Edulinc distributed learning site, the project has developed, updated and maintained 29 'starter' courses for teachers. The starter courses represent a turnkey

solution to various CLB levels and are multi-level or level specific as required. Initially the courseware was only available to LINC and ESL teachers in the Ontario Region, but distribution and teacher training has progressively expanded to be available to LINC teachers and programs in every province, and the Yukon Territory.

2.2 LearnIT2teach Teacher Training

Concurrent with development work on the Moodle language courses, and to enable and assist teachers to implement the courseware locally in blended learning, four stages of teacher training were developed in the early stages of the project, Stages 1, 2, 3, 4, where Stage 1 is an initial 2.5 hour face-to-face stage followed by three online stages, all mentored by LearnIT2teach experts. To implement blended learning, just the initial 2.5 hours of Stage 2 are required before teachers are given a language level appropriate starter course and sufficient student Moodle accounts. The balance of Stages 2 and Stage 3 focus on enhancing course editing skills.

Stage 4 focuses on training teachers as e-learning developers with the hope and expectation that participants are evolving a Community of Practice around learning technology application. Stage 4 teachers are prepared to author and share their own e-resources using IRCC's resource repository, Tutela.

2.3 LearnIT2Teach Evaluation Activities

The evaluation activities of the LearnIT2Teach project have served two main objectives. On the one hand, to ensure continuous improvement information has been gathered, both during the piloting stage and the regular workshops, as feedback for the workshop developers and facilitators. In addition, the evaluation activities also encompass an assessment of the project outcomes, client satisfaction with and the effectiveness of the training workshops, and the general impact of the training on the way LINC instructors use learning technologies in their practice.

Two complementary evaluation approaches have been used in the LearnIT2Teach project. While Participatory Action Research (PAR) was used in the development of the design of professional development, the Model of Evaluation of Professional Development, by Guskey, has been used to determine and articulate the success of the delivery of the professional development training workshops in terms of overall impact and effectiveness. The PAR model relies for practical purposes on Guskey's (2000), and Kirkpatrick's (1998), concepts and models of evaluation. Where PAR is especially good when consensus is the goal or when results need to be interpreted, providing a model for vetting interpretations and inviting the input of others, Guskey/Kirkpatrick is especially useful for assessing impact.

During the first part of the project, PAR was mainly used to support the instructional design cycle and provide information for the decision-making process during the planning, development, and piloting stages. Over the following years of the project, PAR has been used for vetting the data analysis and building consensus in terms of how to interpret the data gathered from the LearnIT2Teach professional development training workshop participants. Because the project has extended over time, the Guskey/Kirkpatrick evaluation models were applied to determine the long-term impact of the project on participants (including program administrators and teachers), the programs they deliver and the students they serve.

For evaluating the quality of the LearnIT2teach training and professional development over the course of the entire project, data is gathered using several sources. Confidential online surveys completed by participants at the end of each training stage are used to gather feedback about their satisfaction with the delivery format and content of the training, as well as their interest in further activities. Also, some feedback about barriers and challenges in participating and completing this sort of training is gathered, to help us develop appropriate supports for instructors to successfully complete the training, and so that the training will positively impact their practice. Through the training participants' use of Moodle, usage statistics are available for anonymous analysis of users' interests and preferences in terms of the online tools and resources provided. Our training facilitators also follow-up with and receive comments directly from participants, either verbally or in writing, both of which contribute to provide a rich and complete picture of the value of the LearnIT2Teach professional development training workshops.
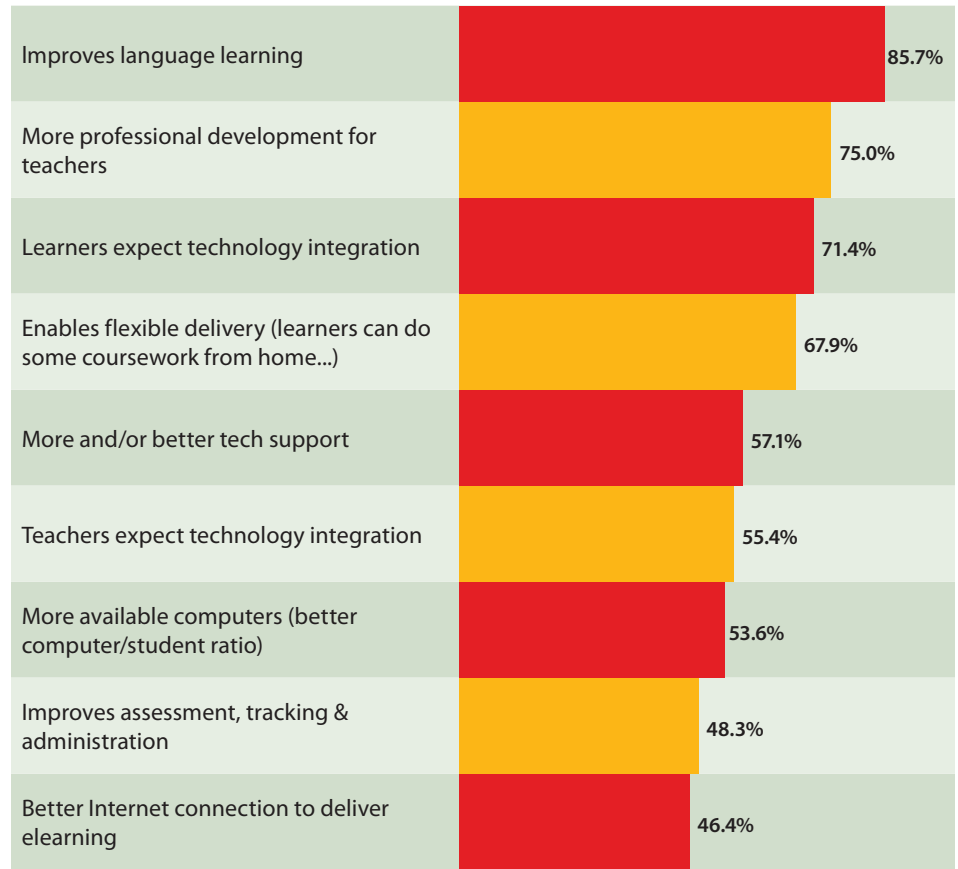
To better understand the state of the field and its readiness for integration of learning technology into instruction, surveys were reviewed and conducted. In 2016, the LearnIT2Teach project analyzed selected results from a national survey of the IRCC and the TESL Canada Settlement Language National Network (SLNN). According to Costa et al. (2016, p.5), "these mechanisms play an important role in bringing forward the voice of settlement language administrators, instructors, and assessors to funders, policy makers, and other stakeholders. The sought-after result is to ensure our student populations are the beneficiaries of dynamic, accessible and well-conceived settlement language programs and supports." The TESL Canada SLNN Survey (Spring 2015) revealed trends in declining enrolment and a need to better address vulnerable/multi-barriered populations, as well as successes with respect to blended learning and online initiatives. (Costa et al., 2016, p.6) The SLNN survey revealed an increase in requests for flexible class time options (32.8%) and for online options (9.4%). Students need more flexible options to attend courses while continuing to work, opportunities to complete assignments, and an environment that is more conducive to learning at the students' own pace and schedules. See Figure 1 for the results of students' requests, demonstrating the need for more flexible options including online learning.

Increasingly higher level (CLB 5 plus) learners		49.9%	280
Increasingly lower level literacy or CLB stage 1 learners		27.9%	160
Increased number of learners with high needs and/or disabilities		23.6%	135
Increase in requests for flexible class time options		32.8%	188
Increase in requests for online options		9.4%	54
Increase in requests for employment and/or profession specific language instruction		29.8%	171
Difficulty with student retention (employment, personal circumstances, etc.)		39.1%	224
Other		18.0%	103

An increasing number of teachers (18%) identify blended / online learning as among the top three most important concerns the sector is facing in terms of organization capacity, teacher training, and support. The analysis of selected results of the SLNN survey showed that sectors educators see many advantages to using technology for language learning. These findings were further illustrated by data collected during the course of the LearnIT2Teach project. Figure 2 showed that 87.5% of instructors in Ontario LINC programs, who participated in the LearnIT2Teach training, agreed that improving access to learning technologies improves language learning. Results also underlined that instructors needed more professional development opportunities (75%) to meet the needs of students who expected technology integration in their learning (71.4%) and to enable flexible delivery of instruction (67.9%). (For more details on these and other results refer to the 2015-2016 evaluation report.)

FIGURE 2 : Advantages to improving access to learning technology

Improves language learning	85.7%
More professional development for teachers	75.0%
Learners expect technology integration	71.4%
Enables flexible delivery (learners can do some coursework from home...)	67.9%
More and/or better tech support	57.1%
Teachers expect technology integration	55.4%
More available computers (better computer/student ratio)	53.6%
Improves assessment, tracking & administration	48.3%
Better Internet connection to deliver elearning	46.4%

The research undertaken as part of the 2016-18 LearnIT2Teach project cycle was a direct result of the issues identified by the SLNN results as well as data collected from project participants, as articulated in a recommendation to gather information to evaluate the state of technology integration in the field. As the LearnIT2Teach project has been operational since 2010, various mailing lists containing contact information of LINC professionals have been built for the purpose of project evaluation and quality assurance. Leveraging this development and investment, project evaluators were aiming to gather data to provide a snapshot of the current state of the field and we were also looking at beginning to build on 2012 administrator survey data for a longitudinal view of technology integration in Ontario LINC programs.

3. METHODOLOGY

The LearnIT2teach LINC Administrator and Instructor Survey was developed in mid-2016, and responses were collected via email invitations in late 2016 and early 2017. The survey was designed to inform the LearnIT2Teach project on ways to enhance the quality of online resources for language learning and to gather information about the current state of the field and changes since 2012 with respect to technology integration. Part of the survey was closely aligned with a 2012 survey for LINC administrators to provide data for a longitudinal analysis. As the survey was directed to administrators and instructors at the same time, question logic directed respondents to the pertinent questions in the survey while maintaining parallel lines of inquiry to be able to compare results from the perspectives of administrators and instructors.

In December 2016, an invitation link to the survey was sent to more than 1,500 subscribers from various mailing lists maintained by the LearnIT2Teach project. A reminder was sent in January 2017. The survey was designed to take about 10-15 minutes to complete. While it was an anonymous and confidential survey, i.e. no data respondents provided would ever be associated with them, there was an optional choice to submit contact information for follow-up interviews. Initial results were filtered by administrator and instructor responses and by the longitudinal data including results from 2012 and 2016-17.

4. FINDINGS

4.1 LINC Administrators & Instructors Survey 2016-17

The survey was first sent to 1,591 subscribers mid-December 2016. From the 1,583 successful deliveries, 932 subscribers (30.6%) opened the invitation message and 147 (7.6%) clicked on the survey link. In order to improve the response rate, the invitation was resent after the holiday break in January so that 174 valid responses were received in total. This represents a response rate of 11% overall. While the percentage of subscribers who opened the survey invitation is better than the average across various industries, the rate of subscribers who clicked on the link (16%) is nine percentage points below the industries' average (25%). While we have confidence in our findings, it is recommended that strategies to improve the response rate be put into place before the next round of the survey.

FIGURE 3: LINC Administrator and Instructor Survey 2016-17 response rate
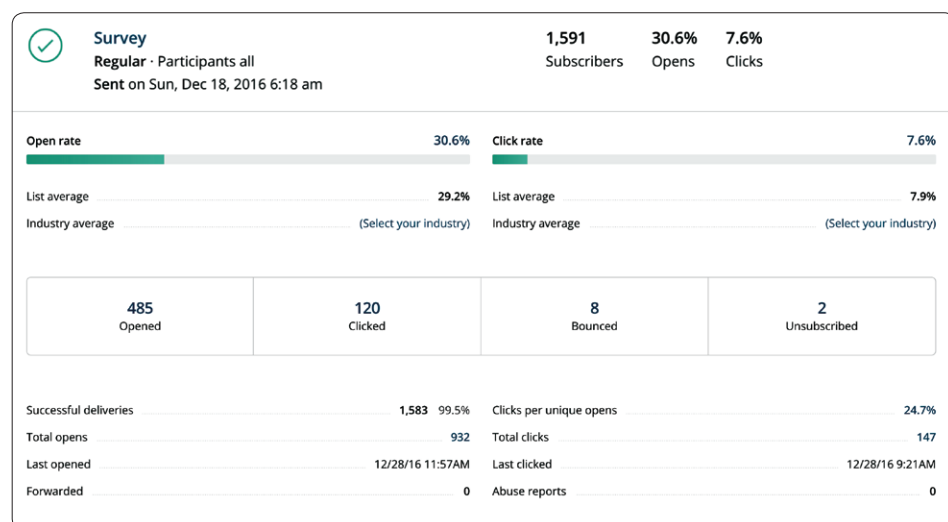
Survey results were filtered by the role of respondents: Instructor, Administrator, or Other. There were 132 instructors (79.5%), 24 administrators (14.5%), and 10 respondents who identified themselves as Other (6%). 'Other' respondents identified as Instructional Assistant, Educational and Information Technology Support Analyst, PBLA Lead Instructor, Instructor and course developer, Coordinator/lead instructor, Lead Teacher, Instructor and Edulinc trainer, Resource Instructor, and a former LINC instructor.
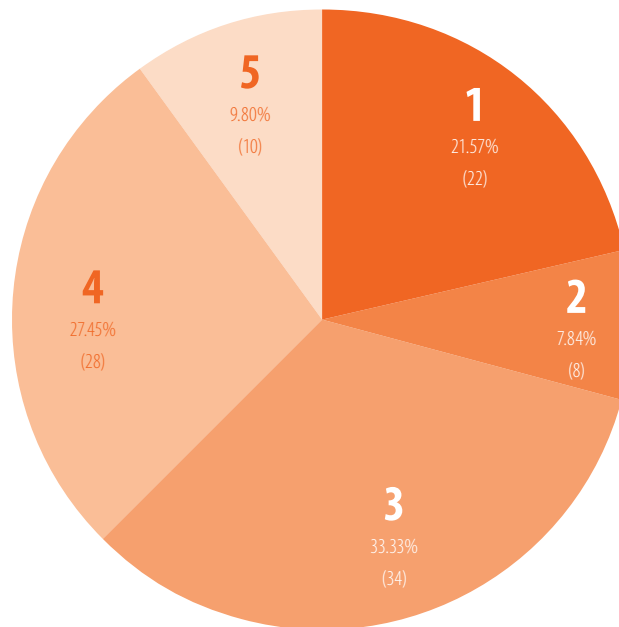
What did LINC administrators and instructors say about Blended Learning and LearnIT2Teach?

More than a third (37%) of LINC administrators and instructors agreed that they saw a difference in attendance and/or interest among learners in classes that use blended learning. While less than a third (29%) did not think so and a third did not think that it did one way or the other, an average rating of 3 stars on a 5-point scale shows that there still many challenges to use blended learning in ways that benefit language learning in LINC classrooms.

FIGURE 4: Difference in attendance and/or interest among learners in blended learning classes

On a scale of 1-5 (1 being the least and 5 neing the most), do you see a differencein attendance and/or interest among learners in classes that use Blended Learning?

ANSWERED: 102   SKIPPED: 76

Both administrators and instructors gave their own centres less than an average rating of 3 stars. Almost 60% of respondents gave it a 2-3 stars rating, indicating that there is a somewhat low rate of satisfaction with the way blended learning has been used to date.

How many stars would you give your centre for the use of technology and Blended Learning?

ANSWERED: 128   SKIPPED: 50
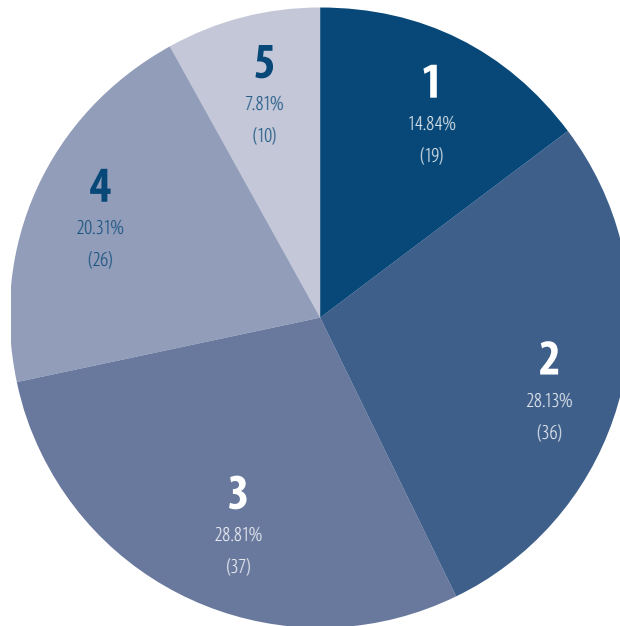
Administrators (3.2 stars) and instructors (3.4 stars) rated the LearnIT2Teach instructor training positively on average, more than half gave it 4-5 stars on a 5-point scale.

How many stars would you give your centre for the use of instructor training?

ANSWERED: 111   SKIPPED: 67

Furthermore, instructors offered some advice about how to increase the participation in the LearnIT2teach instructor training (in order of importance):

- Provide funding for and give instructors more paid PD hours for training and support for implementation
- Offer more face-to-face workshops and conference sessions of the training
- Make the LearnIT2Teach instructor training mandatory
- Consider the extra time that instructors already have to spend on PBLA training and implementation
- Administrators should promote this kind of training more to instructors.
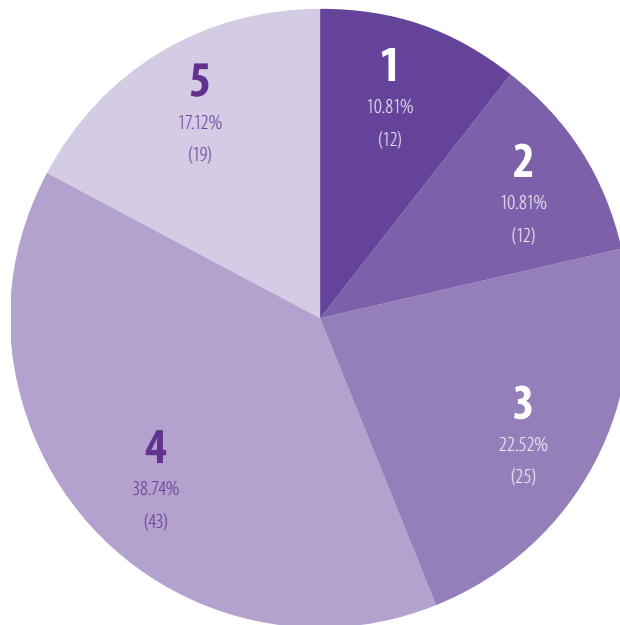- Offer post-training forums online or Twitter chats for support
- More IT support is needed

Instructors also had suggestions to improve the LearnIT2Teach instructor training:

- Improve the software. Make it user friendly.
- More interactive training with text support and more live examples to practice
- Reduce the length of time required to spend on each training stage
- Offer Stage 1 training online only so you do not have to attend a class
- Choose a delivery and implementation model similar to PBLA

Administrators (3.1 stars) and instructors (3.1 stars) agreed on the star rating for the Edulinc courseware. While the rating is in line with the average rating, indicating that many administrators and instructors still need to be more convinced of the value of the courseware as an element of blended learning in their classroom.

FIGURE 7: Rating of Edulinc Courseware

How many stars would you give the Edulinc courseware?

ANSWERED: 89   SKIPPED: 89
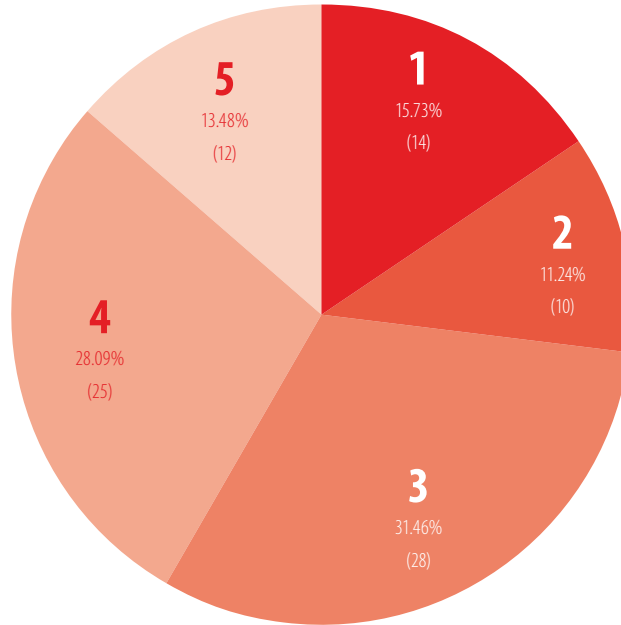
As above, many instructors offered some advice about how to increase instructors' use of the Edulinc courseware (in order of importance):

- Get more instructors trained
- Provide paid practice time
- More funding for technology (more computers in the classrooms)
- Provide better benchmarking of activities and make it relate better to PBLA
- Make using Edulinc mandatory
- Offer opportunities to share positive feedback
- Provide support to the new instructors
- Reward the teachers that use blended learning – time off or extra pay
- More time for instructors to create up-to-date learning objects
- Administrators could ensure that each instructor has access to courseware applicable to their level
- Provide more provincial specific material and add new material
- Allow instructors access to create online accounts for their classes
- Improve the uploading speed and keep updating the materials
- Make Edulinc more engaging for learners
- Have the programs/courseware automatically downloaded on site computers
- More courses that are user-friendly for non-computer literate literacy students

Did Administrators and Instructors identify good practices?

Both administrators (6) and instructors (47) shared examples that illustrate a success using blended learning at their centre.

Administrators described good Blended Learning practice at their centre. They have installed computers connected to data projectors, which seem to be working well with various things from the internet. Elsewhere, learners participating in part-time programs access Edulinc resources to get more English practice from home on flexible schedule. They also reported that learners are becoming a bit more independent when accessing the courseware but still need a lot of help, and that they are thrilled to access important employment resources as well as language learning SCORMs from anywhere at any time.

It's important to note that access to technology is not the same issue it was earlier in the LearnIT2teach Project. In 2016, the courseware became available on smartphones or tablets. Learners with their own smart devices, or service provider organizations equipped with learner accessible sets of smart devices, now have improved, more economical access to the e-learning courseware. The challenge of adequate hardware and Internet connections on or off campus has been partially addressed. Without wifi access, there is still a significant barrier even if learners have a mobile device or tablet.

Instructors provide a lot of examples of their good Blended Learning practice. Most use web-based resources, some use the Edulinc courseware, and only few see the use software products as a tool for Blended Learning. The following suggestions are based on a selection of the respondents' feedback.

Web-based resources

- Use students' own devices to review content or answer surveying on Kahoot.

- Research a topic on the Web and report info or write about it. Then compile information and give oral presentations were done in class.

- Webquest for LINC 5 students. Give each group a topic and website to work on and have students work in their groups and give presentations using information from the Web. Have students create PowerPoints with the help of more savvy students and a short tutorial on how to. Additionally, have students write written reports.

- Set up email accounts with students; use Skype, Google Drive, and YouTube, etc.

- Have students visit public websites for information

- Use lab computers to practice sending messages to the teacher and getting replies.

- Use Quizlet flashcards embedded on website to learn new vocabulary. The Quizlet membership allows to record one's own voice on the flashcards.

- Have students create an online interactive learning plan to take responsibility for their own learning. They know that they need to do the practice on their own time if they are going to reach their goals. Student needs are addressed in the learning plan by adding new links to resources the teacher or students find. Additional interactive materials can be added by the teacher as needed.

- Find a doctor, access 811 resources, access lab reports online, and practice online shopping/banking, and filling forms online.

- Use a class blog to practice writing and making comments, posting photos, and writing a headline. Use the blog as a place for a daily task for students with instructions and links. The blog is also useful for students to present information to the whole class if not tech savvy enough to use PowerPoint.

- Use Smartphones for recording and sharing speaking tasks such as presentations, interviews and oral reflections to boost learner confidence in speaking.

- Download CBC newscasts that come with complete lesson plans or the First Nations lesson plans that include online content.

Edulinc

- Use the Canadian Culture theme in Edulinc that nicely illustrates appropriate language at work.

- Use Edulinc as a support and for reviewing material already taught; some learners find it helpful, others do not.

- Have students record speaking responses on the online audio recording tool NanoGong (now PoodLL), listen to them individually, and provide feedback.

- Use SCORM activities for assessment of students who have completed Edulinc activities; they score well on the assessment.

Blended Learning

One instructor commented that Blended Learning can be useful to support teaching multi-level classes.

> *I have a CLB 0 – 3 class; the only way I can accommodate such a variety of needs is allowing higher level learners complete many tasks in my online course that are matched to their level. We have 25 laptops with headsets in our class, so the learners do customized activities in L, R and W and can complete more or fewer tasks depending on their pace and motivation.*

A few provided examples when Blended Learning facilitated Anytime Anywhere instruction and learning.

> *Perfect attendance of Fridays when the learners work at home. They love the basic Edulinc:*

> *Students have been online during Christmas break.*

> *It allows students who struggle with schedules (jobs/family etc...) to still prioritize language learning.*

> *Most of the students at our centre in an actual blended course are on a wait list for our regular day classes, in blended because they are waiting for day classes, drop blended when they get into day classes.*

Two instructors shared their successes using Blended Learning:

> *I was learning to use Edulinc myself. So I counted anything that happened – comments etc as "success". The biggest success was when two students who had never had an email address got their own email addresses and sent messages to other students.*

A student commented that her reading skills had improved due to the online class. I've also seen that. They have to do so much reading and writing online, that they get lots of practice in that.

Another two instructors shared their concern about Blended Learning:

Despite my enthusiasm for technology, I have had to reduce the amount of time students spent on the computer due to a steep learning curve. The activities I have them do are fairly engaging, however, a majority of the students prefer to do these same activities together as a class. There is concern that the computer takes away from the social aspect of classroom learning.

Computers and blended learning become less effective the lower the students' LINC level and ability to read and use a computer are. The higher those skills are the better blended learning would be useful/ effective.

What is the vision of Blended Learning of LINC Administrators and Instructors?

LINC administrators and instructors also shared their visions of Blended Learning for their programs. Not all responded positively as there remain many challenges with technology integration and concerns about limiting students' exposure to face-to-face language learning experiences. These challenges and concerns are discussed throughout the report, the following reflects visions of how Blended Learning could work best in language learning programs such as LINC.

I believe that blended learning should include two online days per week. One for guided learning and one for independent self-directed learning.

[Blended Learning should be offered to] higher levels and working students, and teachers should be paid for non-classroom teaching hours and prep time.

[Blended Learning] is technology supported delivery that develops decent critical thinking skills and self-directed learners capable of learning anything, anywhere.

My vision is [for instructors] to be highly knowledgeable using the Blended Learning format offering the learners an integrated approach to their language learning. This will enable learners to learn at their own pace and at the same time enrich their language skills.

[In a Blended Learning model], I would like students to take more responsibility for their learning – flip the classroom model. Students would come to class with questions. Most of the work would be done at home. Given proper training and familiarity of the instructors with the blended method and materials, time spent in class is less stressful and more satisfying.

My vision is to set up an e-learning center where learners on the Wait-list for all local Service Provider Organizations (SPOs) are referred by the Assessment and Referral center. When the learners have had orientation, they then work at home online and attend a LINC program with reduced classroom hours. e.g. 8 hours a week as opposed to 16 hours. This will enable: SPOs to serve double the number of clients on the same budget; Reduce the cost of training each

student; Reduce the waitlist period; Enable students' who have work schedule / weather/ transport problems/child minding and maternity issues to consistently move from on CLB level to the next. Setting up an autonomous e-learning center would mean that the teachers who are still grappling with PBLA will not be stressed into another major innovation. Working within any existing SPO would mean a great deal of time is spent on lobbying leadership to genuinely buy-in and prioritize this project. Another reason for my vision being to set up a stand-alone SPO is because there would be justification to employ IT staff who would be fully occupied most of the time. [Instructors] would also be available to provide curriculum and course-ware support and leadership.

[Blended Learning] is a great way to reinforce what has been taught, at a relaxing, less stressful pace of the student's choosing. It also helps prepare them for upcoming lessons and pre-teaching (i.e. vocabulary, verb tenses), and it also helps to prepare them for upcoming assessments.

What are the advantages to improving access to learning technologies?

When asked specifically about the advantages to improving access to learning technologies, many LINC administrators and instructors (87.5%) viewed enabling learners to do some coursework from home or elsewhere as the main advantage of blended learning. Almost three quarters of respondents (71%) believe that technology integration improves language learning and results in more professional development for instructors. More than half (58%) said that learners expect technology to be used in language learning programs Half of the respondents saw better assessment and tracking as an advantage, and a bit less than half (46%) valued more and better tech support. More than a third of respondents (37.5%) said that teachers also expect technology integration, that better Internet connections are an advantage, and that more computers have and will further result in a better computer-student ratio in programs.

What were the main barriers to technology integration identified?

Access to learning technologies and implementing blended learning solutions faces many barriers, many of which are persistent and have been identified by LINC administrators and instructors repeatedly. In this survey, almost two thirds of respondent (62.5%) said that breakdowns and reliability of technologies, and that maintenance and upkeep of hardware are the main issues. For more than half of the respondents (58%), access to technology hardware and instructor release time remain major barriers. The availability for program resources for technology hardware and software, and computer lab restrictions and schedules were identified as barriers by half the respondents. Just a few respondents less (46%) listed non-technology related PD priorities as a main issue to more successful technology integration in programs.

Survey respondents were also asked to identify the obstacles that prevent instructors from making more effective use if technologies. Many (83%) put instructors' skills and knowledge about technology on the top of the list, followed by lack of PD release time, and paid PD time (71%). The lack of funding for PD of instructors was a concern for more than half the respondents (58%) and "Technology fatigue" or negative attitudes about technology were identified as an obstacle by half the respondents. Just as many said that the availability of and to PD opportunities (50%) and the lack of technical support (46%) in LINC programs are major obstacles to use more learning technologies and blended learning approaches.

What were the main views on technology integration and Blended Learning?

Below are selected quotes that reflect the breadth of the opportunities Blended Leaning provides but also give a good sense about the issues and concerns administrators and instructors have about integrating learning technologies.

In principle, Blended Learning can be a useful tool for learning English, however, it does prevent the learner from having face-to-face, natural language communication. Students taking Blended Learning will need to pass a pre-requisite computer literacy course. Blended Learning is difficult to manage in a continuous-intake LINC classroom setting.

I think using tech is essential for newcomers to Canada. Technology is everywhere. Simple things like completing government forms to a library card all require computers. Many of our students already use smartphones/computers in their native language. It just takes a leap to do it in English. Teachers owe it to their students to help them.

In my opinion blended learning isn't for everyone. If a student has computer skills he/she might be interested; however again blended learning takes time and when students are not in the classroom but at their home, they may not find time or be disciplined for blended learning.

Students need the face to face social aspect of being physically in school to integrate into their communities and Canadian society. […] some students prefer the blended learning because of work/family commitments, [but] most students want and need the physical and social aspects of being in a classroom, learning how to interact with others and teachers.

The cost of integration [of Newcomers], e.g. paying for rent for classrooms should not be an issue. Neither should be paying teachers what they are worth. Blended/online teachers [are] not given sufficient resources to do the job well (the funding is just not there).

Note that Blended Learning may be understood in many contexts synonymously with online learning but the LearnIT2Teach project views Blended Learning as a combination of face-to-face instructions and online learning opportunities where it benefits both instructors and students. Learning technologies are an extension of the face-to-face classroom that provide additional language learning options outside of the classroom.

4.2 LINC Administrators Longitudinal Survey 2012/2016

The LINC Administrators & Instructors Survey 2016-17 included nine questions that were closely aligned with the 2012 survey for LINC administrators to provide data for a longitudinal analysis. While the aim of the 2016-17 survey was to gather data to provide a snapshot of the current state of the field, we were also looking to build on results collected from LINC administrators in 2012 for a longitudinal view of technology integration in Ontario LINC programs. In 2012, there were 57 respondents to the survey. The 2016-17 survey results were filtered by administrator and instructor responses and by the nine questions that provided longitudinal data to better understand the changes that LINC administrators report to have occurred over the time of five years. There were 24 administrators who participated in the 2016-17 survey whose data is included in this longitudinal view. The findings are categorized in technology infrastructure, non-technology issues, and barriers and benefits.

Technology Infrastructure

Access to computers at LINC centres is generally provided in computer labs or computers in the classrooms. Among the surveyed administrators, 94% reported in 2012 and 100% in 2016-17 that technology was used to teach language at their centres. Two-thirds in 2012 and 96% in 2016-17 described the access of the language classes to the computer lab or computers in the classroom as excellent/unlimited or good. [N.B. The Edulinc learner courseware has been enabled for mobile devices since 2016, making observations about lack of access to computer hardware a lesser concern for service providers.]

The reliability of access to the Internet from these computers was also looked at. 71% (2012) and 78% (2016-17) said that they had reliable high-speed or regular Internet access at their centres but at 19% (2012) and 29% (2016-17) of these reported that their high-speed access was not reliable. None of the centres of the participating administrators in 2016-17 reported that they did not have Internet access at all whereas 4% had done so in 2012.

Suitability of available computers for blended learning in computer labs and classrooms survey with respect to a reliable connection, up-to-date software, computer per student ratio, and audio capacity with headsets. Among the participating administrators 65% (2012) and 70% (2016-17) reported that their computers were excellently or well suited while 2% in 2012 and 4% in 2016-17 considered them useless.

Adequate tech support is hard to come by all the time at LINC service providers. 25% (2012) and 8% (2016-17) reported that they had adequate tech support but 46% (2012) and 63% (2016-17) did but not all the time. 30% in 2012 and 29% in 2016-17 said that they did not have any adequate and no tech support at all.

Non-technology Issues

Paid release time for instructors to participate in professional development and training workshops was identified by 39% of participating LINC administrators in 2012 and 58% in 2016-17.

There was also a lack of support for flexible delivery options reported. 36% (2012) and 50% (2016-17) reported that they requested resources for technology upgrades and/or blended learning in the last year and 22% reported that they did not get any in 2012 and 17% in 2016-17 despite requesting them. 37% (2012) and 33% (2016-17) said they never requested any.

Barriers and Benefits

The LINC administrators surveyed were asked about what they considered advantages to improving access to learning technology. 68% in 2012 and 88% in 2016-17 reported that they thought it enabled flexible delivery (learners do some coursework from home or elsewhere). Furthermore, 75% (2012) and 59% (2016-17) said that learners expected technology integration and 86% (2012) and 71% (2016-17) that they believed it improved language learning.

Barriers to increasing learner access to technology were also looked at in the 2012 and 2016-17 surveys. Participating LINC administrators reported in 2012 and 2016-17 that the following topped the list: Maintenance/upgrade of technology hardware and software (61% vs 63%), access computers in classrooms and computer labs (51% vs 58%), computer lab restrictions or schedules (49% vs 50%), availability of program resources for technology hardware/software (46% vs 50%), and technical breakdowns & reliability issues (45% vs 63%).

LINC administrators were also asked about what obstacles they thought prevented instructors from making more effective use of technology. The top three responses in 2012 and 2016-17 were skills and knowledge about technology (73% vs 83%), lack of release time and (paid and unpaid) professional development time (67% vs 71%), and lack of funding for professional development of instructors (62% vs 58%).

Longitudinal Analysis

Most issues about which LINC administrators were surveyed in 2012 and 2016-17 have not changed significantly enough to say that they ceased to be issues of concern to technology integration at newcomer language programs. Some barriers identified have diminished over time but other issues have persisted or are perceived to have increased.

Between 2012 and 2016-17,

- The use and quality of access of technology improved.
- While reliable Internet access improved, quality of high-speed access worsened. Inadequate wifi access remains an issue and many centres, especially as programs rely more on using mobile devices such as tablets and implement Bring Your Own Device (BYOD) policies for students.

- The suitability of computers for blended learning in labs or classrooms has only slightly increased. (An issue perhaps rendered moot as the Edulinc learner courseware is now enabled for tablets and smartphones, allowing access to learners with their own mobile devices.)

- More than two thirds of LINC programs remain to have adequate tech support but not all the time and almost one third have inadequate tech support or none at all.

- Lack of paid release time is an issue that has increased significantly.

- Requests of support for flexible delivery options increased and so did positive responses to these requests but not at the same rate. Many requests have not been met.

- There is more belief that access to technology enables flexible delivery but less belief that learners expect technology integration and that it improves language learning.

- Barriers to increasing learner access to technology did not decrease but slightly increased. (But important to note the same as above: Mobile access to Edulinc on learner devices is now enabled, however adequate wifi needs to available.)

- Although funding for professional development seems to be a slightly lesser issue, instructors' skills and knowledge as well as their paid release have become more of a concern.

Many issues of concern have persisted over the course of five years from 2012 to 2016-17 as evident from the longitudinal view provided by the two surveys. We believe that two overarching themes may begin to address these.

- Local development of a vision of blended learning for language instruction and the demonstration of leadership and active support by administrators to implement that vision, are essential drivers for learning technology integration at LINC programs.

- Recognition of instructors' skills and knowledge and efforts to attain or improve these to support the use of blended learning need to be provided through more paid release for professional development, tech support, resource development, credential recognition and higher compensation for higher skills.

5. CONCLUSIONS

Now, eight years into the LearnIT2teach Project, evaluation evidence reflects satisfaction rates above 90% by teachers who have participated in the training. More than 2,200 LINC teachers have entered Stage 2, and in any given month an average of 220 teachers are active with the courseware. But there is a discordance between survey evidence that settlement language training professionals endorse the need for better practices in learning technology in the sector on one hand, and a nowhere near universal implementation rate of the learner courseware and teacher training.

The biggest obstacles to blended learning uptake continue to be lack of paid release time for teacher training, or higher compensation for teachers who implement blended or online learning, and the lack of local technology infrastructure locally in many SPOs responsible for frontline program delivery (Fahy, Sturm, McBride, & Edgar, 2016).

An additional complication is that, concurrent with the launch of the LearnIT2teach Project and the Edulinc courseware, the funder department launched Portfolio-based language assessment (PBLA). While uptake of the Edulinc learner courseware has been mandated in a handful of SPOs, PBLA has been mandated by the department for all service providers, such that local financial or human resources are often fully consumed by PBLA training and implementation, in response to PBLA and to support it, the LearnIT2teach Project has created resources to help teachers adapt blended learning to the special demands of an individualized task-based learning approach and PBLA.

Sector professionals have been surveyed several times by the LearnIT2teach Project and have reported the following, with implications for the project (Fahy, Sturm, McBride, & Edgar, 2016):

1. More teachers would take PD training if their time in PD was paid.
2. Unionized teachers tend to be reluctant to engage in unpaid PD. Most of the interviewees who use LearnIT2teach courseware are not unionized.
3. Systems are going backwards financially, with more and more demands on teachers. Teachers are willing to move with the times, but it's hard when there are obstacles at every turn.
4. The reality of being a teacher in other systems is that effort is recognized with moving up a pay scale. For language teachers, there often is no recognition.
5. Initial input of time to create course material is large. Instructors lack free time.

There were also the familiar reports about lack of working equipment, support, and resources for PD and innovation. These reports concerned language labs (which were often shared among a large number of classes) and in-classroom computers (which were often not properly supported, were not working, did not have broadband access, or were too few in number to have an impact).

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7. APPENDICES

7.1 Appendix A: LearnIT2teach LINC Survey 2016-17

11. Please select the options that best describe your Blended course.Blended Delivery Methods

Answer Options	Percent	Count
Instructor-taught distance learning (no face to face time)	4.0%	5
A combination of classroom time and online independent learning at home	27.0%	34
A combination of classroom time and online independent learning in the lab or classroom	69.0%	87
Other (please specify)	13.5%	17
answered question		126

12. Blended Learning Technologies

Answer Options	Percent	Count
Using a combination of desktop, laptop, and tablets	63.3%	76
Asking learners to bring own device (smart phone, tablet, laptop)	15.8%	19
Other (please specify)	33.3%	40
answered question		120

13. Blended Learning Tools/Approaches

Answer Options	Percent	Count
Using Edulinc and LINC learning objects to setup my course	41.9%	54
Using another Moodle site or LMS to set up my course	14.0%	18
Using searchable online ESL learning objects (tasks/activities) thematically classified for CLB 1-8	56.6%	73
Using teacher-led webinars	6.2%	8
Using collaborative projects for learners	24.8%	32
Setting up Independent online work for learners	39.5%	51
Using YouTube, video or audio podcasts	79.1%	102
Using an online discussion board	16.3%	21
Using blogs and/or wikis	20.2%	26
Using ESL websites	72.9%	94
Other (please specify)	16.3%	21
answered question		129

14. Did you participate in Quartz e-orientation?

Answer Options	Percent	Count
Yes	15.3%	20
No	84.7%	111
answered question		131

15. How helpful would it be to have samples for Blended course outlines, unit outlines, and lesson series in Quartz?

Answer Options	Percent	Count
Helpful	45.1%	55
Not helpful	9.0%	11
Not applicable	45.9%	56
answered question		122

16. Select the answer that applies to your centre.

Answer Options	Percent	Count
IRCC-funded program such as LINC (in Ontario)	26.1%	6
IRCC-funded program (outside of Ontario)	60.9%	14
Adult non-credit ESL (in Ontario)	4.3%	1
Other (please specify)	8.7%	2
answered question		23

17. How many instructors at your centre participate in LearnIT2Teach training?

Answer Options	Percent	Count
Almost all or all of them	30.4%	7
More than half	8.7%	2
Less than half	30.4%	7
Close to none or none at all	30.4%	7
answered question		23

18. How many instructors at your centre use the Edulinc courseware?

Answer Options	Percent	Count
Almost all or all of them	8.7%	2
More than half	13.0%	3
Less than half	26.1%	6
Close to none or none at all	52.2%	12
answered question		23

19. How many instructors at your centre are using Blended Learning technology?

Answer Options	Percent	Count
Almost all or all of them	8.7%	2
More than half	13.0%	3
Less than half	39.1%	9
Close to none or none at all	39.1%	9
answered question		23

20. How many of the course offered at your centre use Blended Learning?

Answer Options	Percent	Count
Almost all or all of them	8.7%	2
More than half	4.3%	1
Less than half	47.8%	11
Close to none or none at all	39.1%	9
answered question		23

21. What advice would you give other administrators to improve their use of Blended Learning?

Answer Options	Count
	6
answered question	6

22. Have you participated in the LearnIT2Teach training?

Answer Options	Percent	Count
Yes	88.0%	110
No	12.0%	15
answered question		125

23. What is the most advanced LearnIT2Teach training stage you completed?

Answer Options	Percent	Count
Stage 1	42.3%	47
Stage 2	30.6%	34
Stage 3	20.7%	23
Stage 4	6.3%	7
answered question		111

24. Do you use the Edulinc courseware with your learners?

Answer Options	Percent	Count
Yes	36.9%	45
No	63.1%	77
answered question		122

25. How useful do you find the Edulinc courseware?

Answer Options	Not useful at all	Rarely useful	Sometimes useful, sometimes not	Mostly useful	Often useful	Rating Average	Count
	13	13	26	22	10	2.65	84
							84

26. How, if at all, are learners using the Edulinc courseware? How are you implementing technology in your classroom?If you do, please describe how you use Blended Learning.

Answer Options	Count
	61
answered question	61

27. What is the opinion of learners about the Edulinc courseware?

Answer Options	Count
	57
answered question	57

28. What are the advantages and/or barriers to learners using the Edulinc courseware?

Answer Options	Count
	55
answered question	55

29. What advice would you give other instructors to improve their use of Blended Learning?

Answer Options	Count
	46
answered question	46

30. How many stars would you give LearnIT2Teach for the instructor training?

Answer Options					Rating Average	Count
	12	12	25	43	19	3.41	111
answered question						111

31. How can more instructors participate in LearnIT2teach training?

Answer Options	Count
	74
answered question	74

32. How many stars would you give the Edulinc courseware?

Answer Options					Rating Average	Count
14	10	28	25	12	3.12	89
answered question						89

33. How can more instructors use the Edulinc courseware?

Answer Options	Count
	67
answered question	67

34. On a scale of 1-5 (1 being the least and 5 being the most), do you see a difference in attendance and/or interest among learners in classes that use Blended Learning?

Answer Options	1	2	3	4	5	Rating Average	Count
	22	8	34	28	10	2.96	102
answered question							102

35. Can you share an example that illustrates a success using Blended Learning at your centre? Please include the type of technologies and resources you used.

Answer Options	Count
	53
answered question	53

36. On a scale of 1 to 5 (1 being the least and 5 being the most) how helpful do you think is Blended Learning to orient newcomers to technology?

Answer Options	1	2	3	4	5	Rating Average	Count
	11	12	23	35	27	3.51	108
answered question							108

37. Have you completed the LearnIT2Teach Learning Technology Innovation Leadership course?

Answer Options	Percent	Count
Yes	11.0%	14
No	89.0%	113
answered question		127

38. In your opinion, what have been the challenges or barriers affecting using technology for learning and a Blended Learning approach? Please rank the following challenges from 1 – 5 (1 being the least challenging and 5 being the most challenging). If you don't see this as a challenge at all, please leave it blank. Challenges related to technology access:

Answer Options	1	2	3	4	5	Rating Average	Count
Inadequate technology/ computers	15	14	35	28	41	**3.50**	133
Inadequate wifi (Internet connection)	27	24	25	22	26	**2.97**	124
Lack of computer literacy among e-learning users	14	19	33	30	41	**3.47**	137
Lack of e-learning technology support	10	10	41	33	35	**3.57**	129
Other (please specify)							32
answered question							**138**

39. Please rank the following challenges from 1 – 5 (1 being the least challenging and 5 being the most challenging). If you don't see this as a challenge at all, please leave it blank.Challenges related to instruction/ classroom logistics:

Answer Options	1	2	3	4	5	Rating Average	Count
Inadequate or no training on how to use blended learning	24	15	33	26	31	**3.19**	129
Lack of blended learning curriculum/materials/ learning objects	11	16	25	39	36	**3.57**	127
Lack of guidelines/ information to align blended learning with the PBLA	12	11	20	36	45	**3.73**	124
Inadequate assessment tools in Blended Learning	8	11	32	29	42	**3.70**	122
Lack of time to integrate Blended Learning	8	11	11	29	66	**4.07**	125
Lack of compensation for Blended Learning integration	8	6	21	27	64	**4.06**	126
Inability to monitor/track learners	19	17	29	22	26	**3.17**	113
Other (please specify)							17
answered question							**138**

40. Please rank the following challenges from 1 – 5 (1 being the least challenging and 5 being the most challenging). If you don't see this as a challenge at all, please leave it blank.Challenges related to attitudes:

Answer Options	1	2	3	4	5	Rating Average	Count
Not knowing enough about blended learning	23	16	26	27	32	**3.23**	**124**
Resistance to educational innovation	21	23	26	22	20	**2.97**	**112**
Isolation of blended learning	14	17	29	24	25	**3.27**	**109**
Other (please specify)							5
answered question							129

41. Do you have a particular vision of Blended Learning?

Answer Options	Count
	30
answered question	30

42. What would help increase the effectiveness in delivering Blended Learning? Please rank the following from 1 – 6 (1 being the least helpful; 6 being the most helpful).

Answer Options	1	2	3	4	5	6	Rating Average	Count
PBLA model training-where an experienced instructor helps guide other instructors in blended course delivery	8	13	2	8	12	31	4.30	74
Quartz e-orientation model-online, self-directed learning	26	10	18	11	12	6	2.89	83
Guidelines/information on aligning blended learning with the PBLA	4	16	17	20	20	16	3.90	93
E-portfolio in Moodle where learners can save their artifacts	27	12	10	19	11	15	3.21	94
Sample learning objects from which you can make your own course	7	8	23	21	24	21	4.06	104
E-learning instructor network	17	19	23	18	22	19	3.56	118
answered question								132

43. Classroom/site technology-related resources (Check all that apply)

Answer Options	Percent	Count
Computer lab	**75.4%**	**104**
Laptops/tablets on mobile cart	**52.2%**	**72**
Internet	**84.8%**	**117**
Wi-Fi	**81.2%**	**112**
Smartboard	**54.3%**	**75**
Access to laptop and projector	**68.1%**	**94**
Access to tech support	**59.4%**	**82**
Other (please specify)		**8**
	answered question	**138**

44. How many stars would you give your centre for the use of technology and Blended Learning?

Answer Options						Rating Average	Count
	19	36	37	26	10	**2.78**	**128**
answered question							**128**

45. This survey is anonymous and confidential. We may need more detailed information about the results. Would you be interested in a follow-up interview?If yes, please enter your email address below.

Answer Options	Count
	34
answered question	**34**

46. Thank you. We welcome your comments.

Answer Options	Count
	16
answered question	**16**

7.2 Appendix B: LINC Administrators 2012 and 2016-17 (Longitudinal Results)

1. Is technology used at your centre to teach language?

Answer Options	Percent	Count
Yes	**92.7%**	**165**
No	**7.3%**	**13**
answered question		**178**

2. Select the answer that describes you best.

Answer Options	Percent	Count
Administrator	**14.5%**	**24**
Instructor	**79.5%**	**132**
Other (please specify)	**6.0%**	**10**
answered question		**166**

3. Describe the access of your language classes to the computer lab or computers in the classroom.

Answer Options	Percent	Count
Excellent/unlimited	**8.3%**	**2**
Good	**87.5%**	**21**
Fair/Limited	**0.0%**	**0**
Poor	**4.2%**	**1**
answered question		**24**

4. Does your centre have reliable high-speed Internet?

Answer Options	Percent	Count
Yes	**59.6%**	**34**
Yes, but not high speed	**17.5%**	**10**
Yes, but not reliable	**19.3%**	**11**
No	**3.5%**	**2**
answered question		**57**
skipped question		**6**

5. In your view, how suitable are the computers at your centre for Blended Learning? (e.g., reliable connection, up-to-date software, computer per student ratio, audio capacity with headsets)

Answer Options	Percent	Count
Excellent	**21.1%**	**12**
Good	**43.9%**	**25**
Fair	**33.3%**	**19**
Useless	**1.8%**	**1**
answered question		**57**

6. Is there adequate tech support?

Answer Options	Percent	Count
Yes	24.6%	14
Yes, but not all the time	45.6%	26
Yes, but no adequate	21.1%	12
No	8.8%	5
answered question		57

7. What advantages do you see to improving access to learning technology? (Check all that apply)

Answer Options	Percent	Count
Improves language learning	85.7%	48
Enables flexible delivery (learners can do some coursework from home or elsewhere)	67.9%	38
Learners expect technology integration	71.4%	40
Teachers expect technology integration	55.4%	31
Improves assessment, tracking & administration	48.2%	27
More available computers (better computer/student ratio)	53.6%	30
Better Internet connection to deliver Blended Learning	46.4%	26
More and/or better tech support	57.1%	32
More professional development for teachers	75.0%	42
Other (please specify)	0.0%	0
answered question		56

8. What do you see as the barriers to increasing learner access to technology? (Check all that apply)

Answer Options	Percent	Count
Constant alteration of resources	8.5%	5
Increased embedded advertising on websites and online resources	20.3%	12
Sudden changes in access to formerly free resources on the Internet	20.3%	12
Need for user-restricted access	15.3%	9
Management of usernames and passwords	15.3%	9
Technical breakdowns & reliability issues	44.1%	26
Availability of program resources for technology hardware/software	45.8%	27
Teacher release time	39.0%	23
Non-technology related PD priorities	22.0%	13
Access to technology hardware (in classrooms and computer labs)	50.8%	30
Maintenance/upgrade of technology hardware and software	61.0%	36
Lack of technology plan	27.1%	16
Computer lab restrictions or schedules	45.8%	27
Acceptable use policies of computers	13.6%	8
Other (please specify)	16.9%	10
answered question		**59**

9. What obstacles prevent instructors from making more effective use of technology? (Check all that apply)
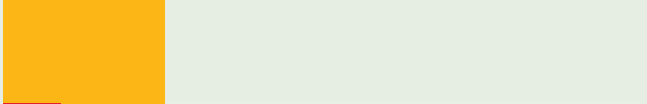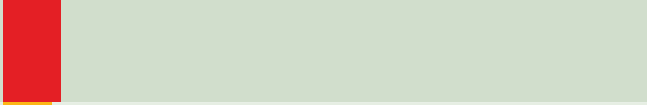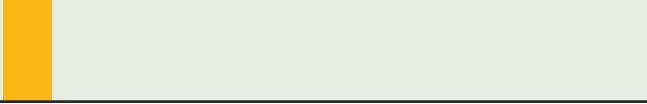
Answer Options	Percent	Count
"Technology fatigue" and attitudes about technology	48.3%	29
Lack of technical user support (in-house or external support)	50.0%	30
Skills and knowledge about technology	73.3%	44
Lack of release time, PD time, paid PD time	66.7%	40
Lack of funding for PD of instructors	61.7%	37
Availability of or access to PD/training opportunities	55.0%	33
answered question		**60**

10. Have you requested resources for technology upgrades and/or Blended Learning in the last year?

Answer Options	Percent	Count
Yes	35.6%	21
Yes, but we didn't receive any	22.0%	13
No, but we have funding from elsewhere	5.1%	3
No	37.3%	22
answered question		**59**

7.3 Appendix C: SLNN Survey 2015 (selected questions)

Program delivery – check all that apply to your workplace:

Response	Chart	Percentage	Count
Face-to-face instruction (i.e. everything happens in the F2F classroom)		86.6%	506
Blended approach, face-to-face classroom approach and online components to the same course		25.0%	146
Online Instruction (i.e. everything is in an online environment)		8.9%	52
Other (please elaborate)		7.5%	44
	Total Responses		**584**

Types of technology you have access to in your workplace – check all that apply:

Response	Chart	Percentage	Count
CD players/Tape recorders		84.7%	497
Digital voice recorders		41.7%	245
Overhead projectors		55.0%	323
Document projectors		25.9%	152
LCD Projectors		48.9%	287
Smart Boards		35.1%	206
Teacher dedicated computer in classroom		58.9%	346
Classroom computers or a COW unit (computer on wheels)		28.6%	168
Computer lab		68.5%	402
Internet / Wifi access		86.2%	506
Other (please elaborate)		15.7%	92
	Total Responses		**587**

Indicate which statements below best describe your level of comfort with technology: (If you are an administrator, indicate which statements below would best describe the comfort level of your staff.)

Response	Chart	Percentage	Count
Struggle with technology (i.e. attaching a document to an email presents challenges)		5.5%	32
Use MS office or other word processing tools to create handouts and presentations		78.5%	460
Use email or other online tools to communicate with learners and/or peers		80.5%	472
Access various websites to accompany classroom materials or deliver teaching content (i.e. publisher produced online supplementary modules, online flashcards, reading comprehension websites, etc.)		79.7%	467
Have created an online group to communicate as a class (ie. Facebook, google folder)		23.7%	139
Use an organizational LMS to deliver programs (i.e. Moodle, D2L, LearnDash, etc.)		21.7%	127
Integrate a full spectrum of Web 2.0 tools in working with learners (i.e. blogs, newsletters, microblog, social bookmarks, collaborative documents)		8.4%	49
Author Scorm compliant assets / design online courses		3.9%	23
Part of a larger community of practice for online teaching / learning		17.4%	102
A full range of the above		11.3%	66
Other (please elaborate)		8.2%	48
	Total Responses		**586**

Most important concerns or issues our sector is facing – please identify top three and add any details related to your choices in the comment box below:

Response	Chart	Percentage	Count
Implementation of PBLA		53.5%	304
Support to students wanting citizenship		18.3%	104
Contribution Agreement related (need for more flexibility, etc.)		12.0%	68
Indirect client supports such as access to child care		17.1%	97
Support for rural providers (capacity to meet learner needs)		7.6%	43
Blended / online learning (organization capacity, teacher training and support)		17.8%	101
Literacy (teacher resources, training)		18.5%	105
Supporting vulnerable populations (multi-barriered, mental health issues, etc.)		19.7%	112
Administrative and/or instructional fatigue (too much, too fast?)		30.3%	172
Access issues facing students (long waitlists, lack of options, etc.)		18.8%	107
Declining / increasing enrollment		23.6%	134
Accessing professional development		12.3%	70
Other (please elaborate)		16.5%	94
	Total Responses		**568**