

## **Project Proposal: Course/Program Delivery Preferences: An Overview of Students' Surveys and Institutional Responses**

### **Background**

The COVID pandemic required an abrupt change in the mode how post-secondary institutions deliver courses and programs. It also equipped an unprecedented number of post-secondary students with experience of emergency online learning. Post-pandemic, institutions indicated plans to adjust the mix of courses and programs offered in different learning modalities (online or in-person) (Veletsianos, et.al, 2023). A few researchers explored students' choices of learning modalities (e.g., Asgari et al., 2022; Farrelly et al., 2023; Ikebuchi, 2023; Larson et al., 2023), and post-secondary institutions surveyed their student population about students' choices. This study aims at creating a repository of such institutional surveys in order to summarize key findings, and to provide a resource for institutions designing surveys in the future.

### **Purpose/ Goal**

To create a multi-jurisdictional repository of surveys that assess how students are responding to changes in course and program delivery modalities and to summarize survey findings.

### **Scope**

Multi-jurisdictional, with a focus on Canada and BC

### **Objectives**

The objectives of the study include:

1. Conduct a multi-jurisdictional literature review on recent changes in instructional modes and student preferences of specific modalities;
2. Create a repository of surveys documents on student preferences for specific modalities and, if available, the aggregated results or reports of these surveys, identifying common themes where possible;
3. Assess whether/ how the findings of the surveys have been acted upon by the institutions; and
4. Identify areas for future research.

### **Timeline**

Dependent on start date, completion date for this project will be no later than March 2025.

### **Budget**

Maximum budget available for this project is \$25,000, inclusive of all hourly charges, travel and associated costs, and GST.

BCCAT's [Proposal Template for Research Projects](#) may be used as a guideline for submitting the proposal.

## References

- Asgari, H., Gupta, R., Titiloye, I., & Jin, X. (2022). Challenges, perceptions, and future preferences for post-secondary online education given experiences in the COVID-19 outbreak. *Computational Urban Science*, 2(1), 29. <https://doi.org/10.1007/s43762-022-00058-7>
- Farrelly, G., Trabelsi, H., & Cocosila, M. (2023). Exploring Online Learning: Student Feedback on Factors for Effective Online Learning Post COVID-19. *Creative Education*, 14(12), Article 12. <https://doi.org/10.4236/ce.2023.1412155>
- Ikebuchi, S. (2023). Accessing Education: Equity, Diversity, and Inclusion in Online Learning. *Canadian Journal of Learning and Technology / Revue Canadienne de l'apprentissage et de La Technologie*, 49(1; Winter 2023), 1–20. <https://doi.org/10.21432/cjlt28349>
- Larson, M., Davies, R., Steadman, A., & Cheng, W. M. (2023). Student's Choice: In-Person, Online, or on Demand? A Comparison of Instructional Modality Preference and Effectiveness. *Education Sciences*, 13(9), Article 9. <https://doi.org/10.3390/educsci13090877>
- Veletsianos, G., Irvine, V., & Johnson, N. (2023). Online Delivery Trends: Online, Hybrid, and Multi-Access Learning and Teaching in British Columbia: Post-Pandemic Trends and Intentions. <https://www.bccat.ca/reports/OnlineDeliveryTrends2023.pdf>