IHF
Bayerisches Staatsinstitut für
Hochschulforschung und Hochschulplanung

Learning Technologies in Higher Education:

What universities provide and what learners use

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Research Questions

- Use patterns by degree, discipline and university
- Association between provision and use of technology
- Relationship of internal and external resources

Data

- Survey of graduates from all Bavarian federal universities /universities of applied sciences
- Roughly 1 – 1.5 years after graduation
- All degrees and disciplines
- Population: about 53.000
- Participants: 17.513 (10.230 of universities)
- Response: about 32 %

Survey topics

- Practical experience
- Comeptencies
- Evaluation of studies
- Use of digital ressources
- Study behavior
- Student and Graduate Mobility
- Transition from BA to MA
- Transition into the labour market
- First employment

Information gathered

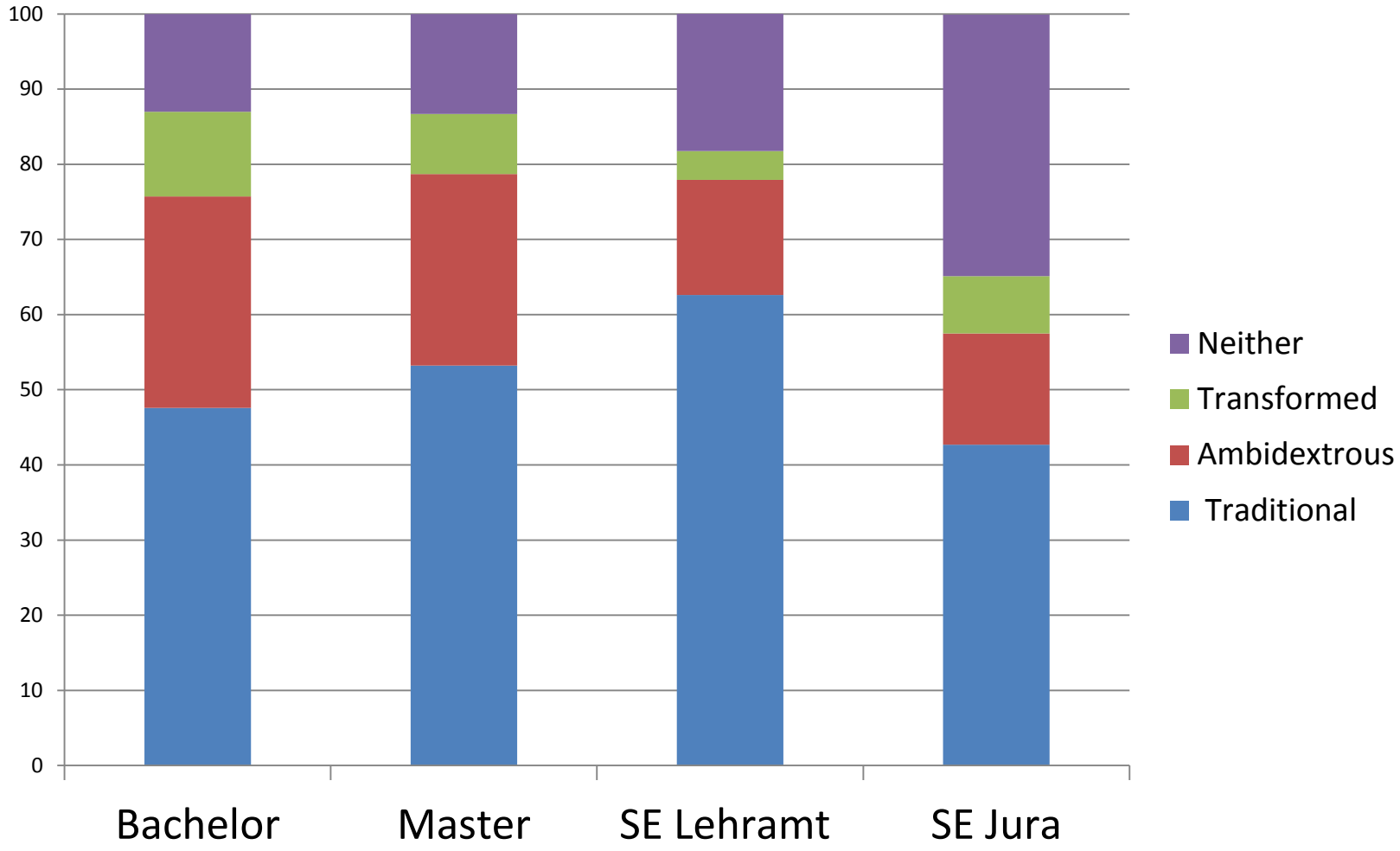
- Importance of live lectures
- Importance of internal e-learning resources
- Importance of external e-learning resources
- Kind of e-learning resources offered by own university
- Intensity of use of these

Use pattern I

	Importance of E Learning – Internal ressources	
Importance of Live Lectures, seminars etc.	Low	High
Low	**„Neither“**	**„Transformed“**
High	**„Traditional“**	**„Ambidextrous“**

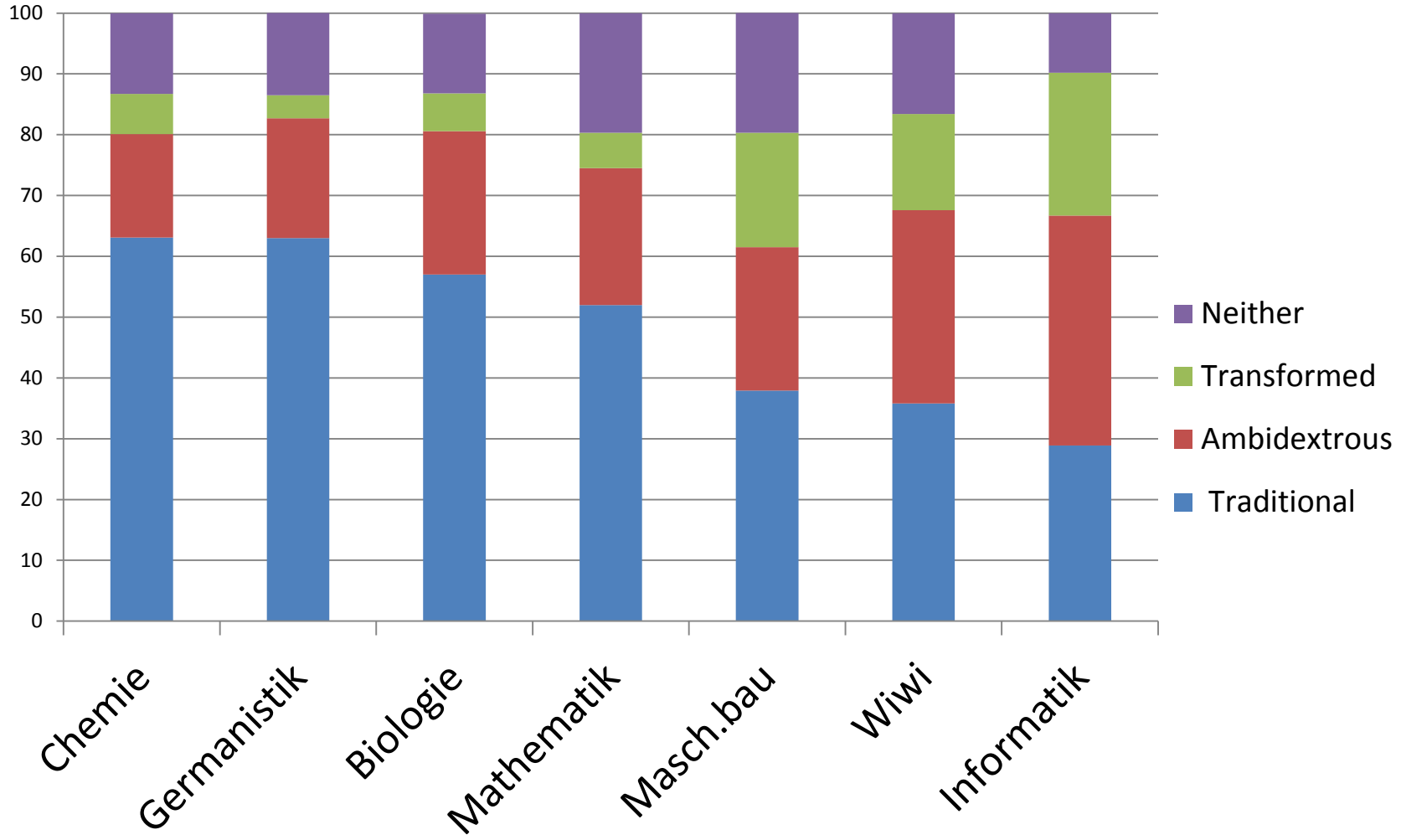
Use pattern I by degree

Live lectures vs. internal E-Learning Resources



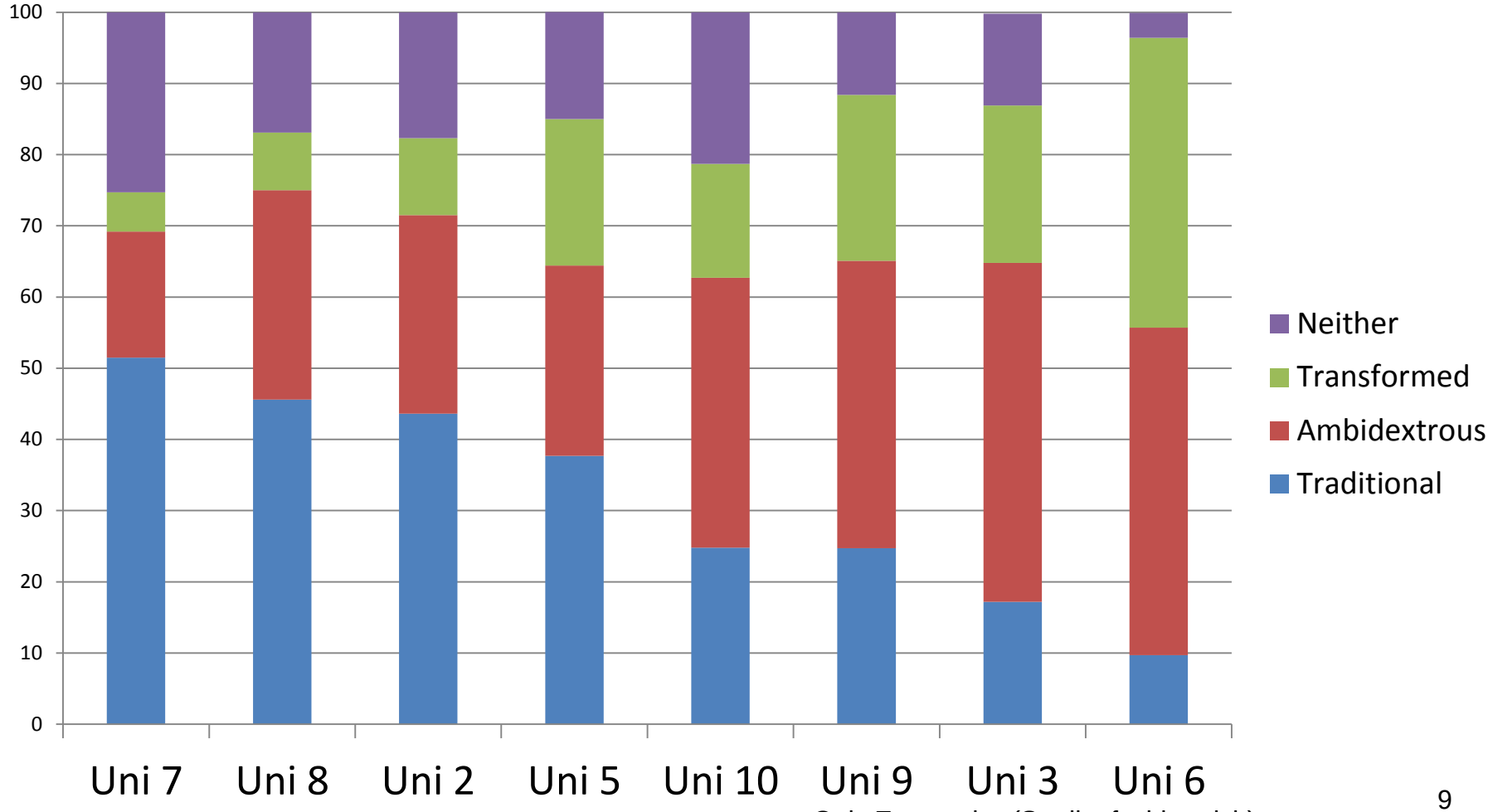
Use pattern I by discipline

Live lectures vs. internal E-Learning Resources



Use pattern I by university

Live lectures vs. internal E-Learning Resources



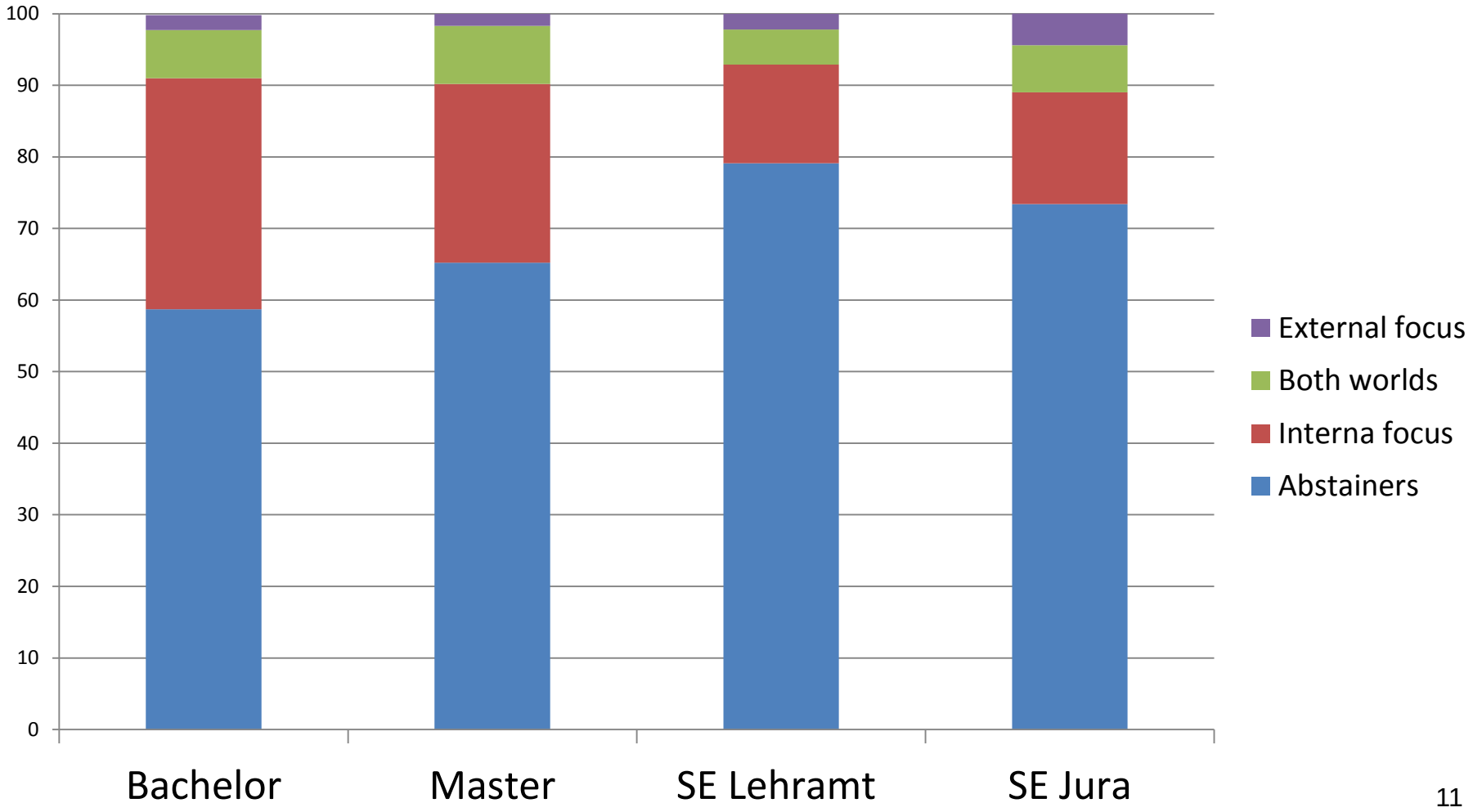
Only Economics (Studienfachbereich)

Use pattern II

		Importance of E Learning – External ressources	
		Low	High
Importance of E Learning – Internal resources	Low	**„Abstainers“**	**External focus“**
	High	**„Internal focus“**	**„Both worlds“**

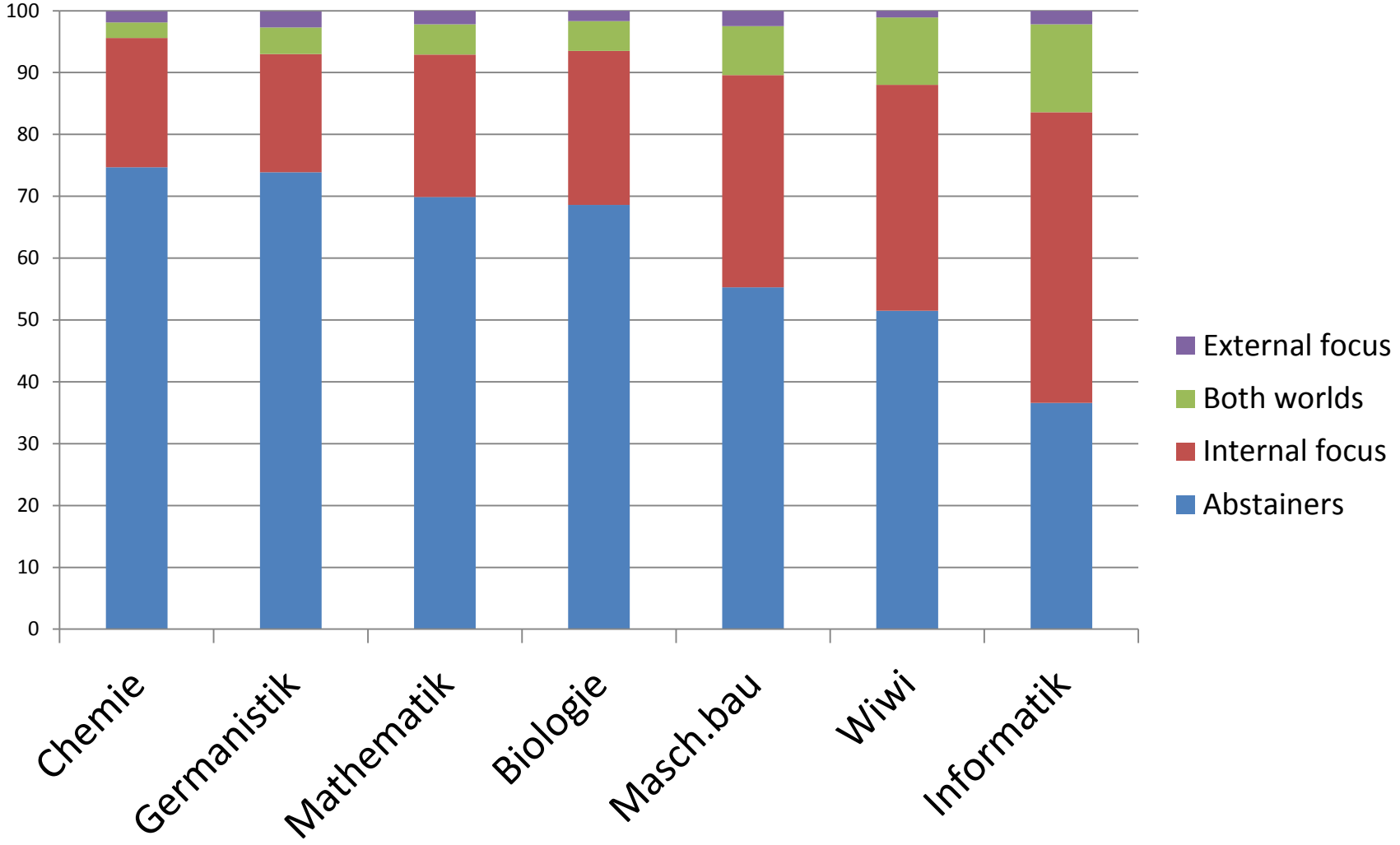
Use pattern II by degree

Internal vs. external E-Learning Resources



Use pattern II by discipline

Intrnal vs. external E-Learning Resources



Use pattern II by university

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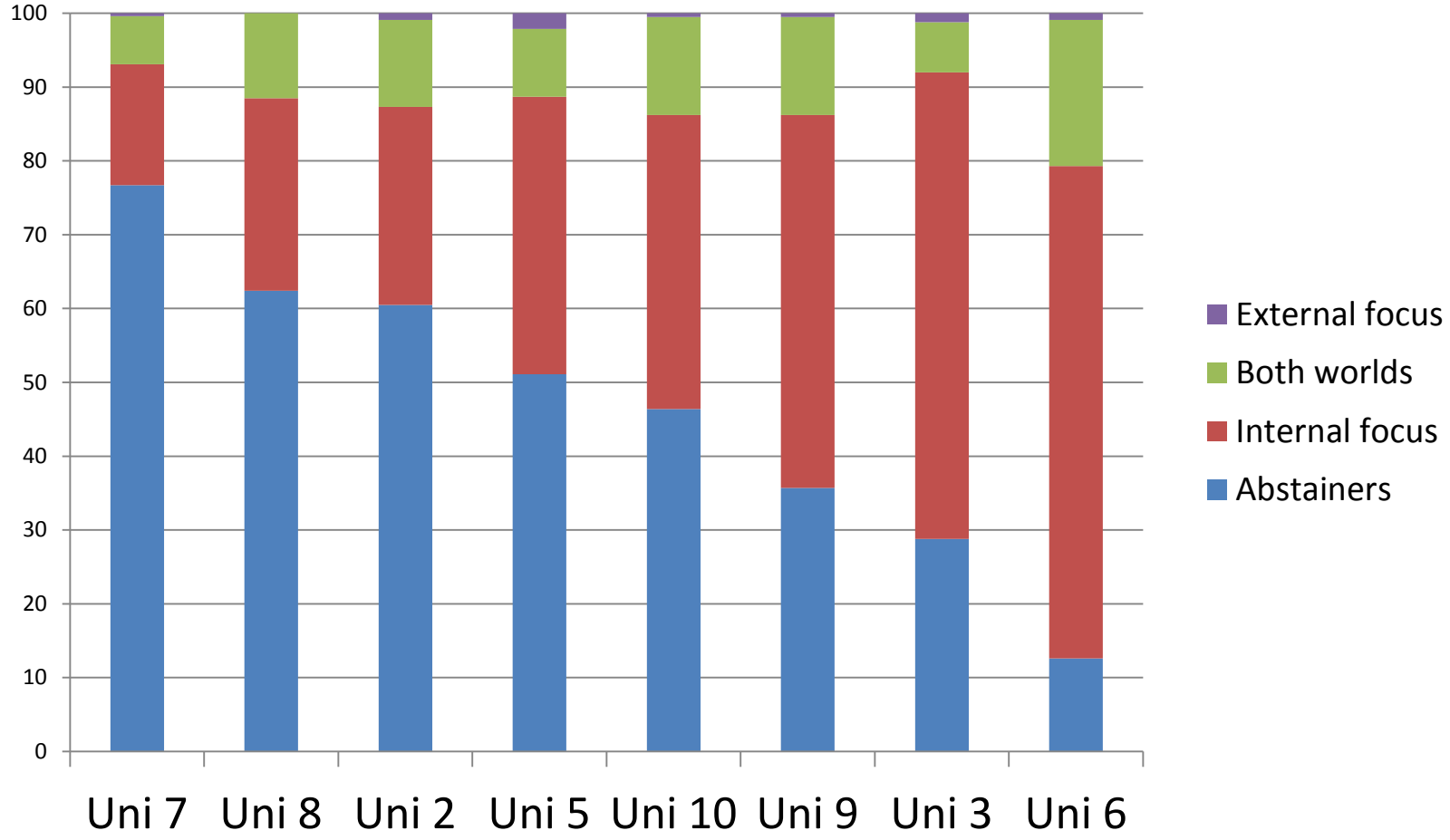
Internal vs. external E-Learning Resources



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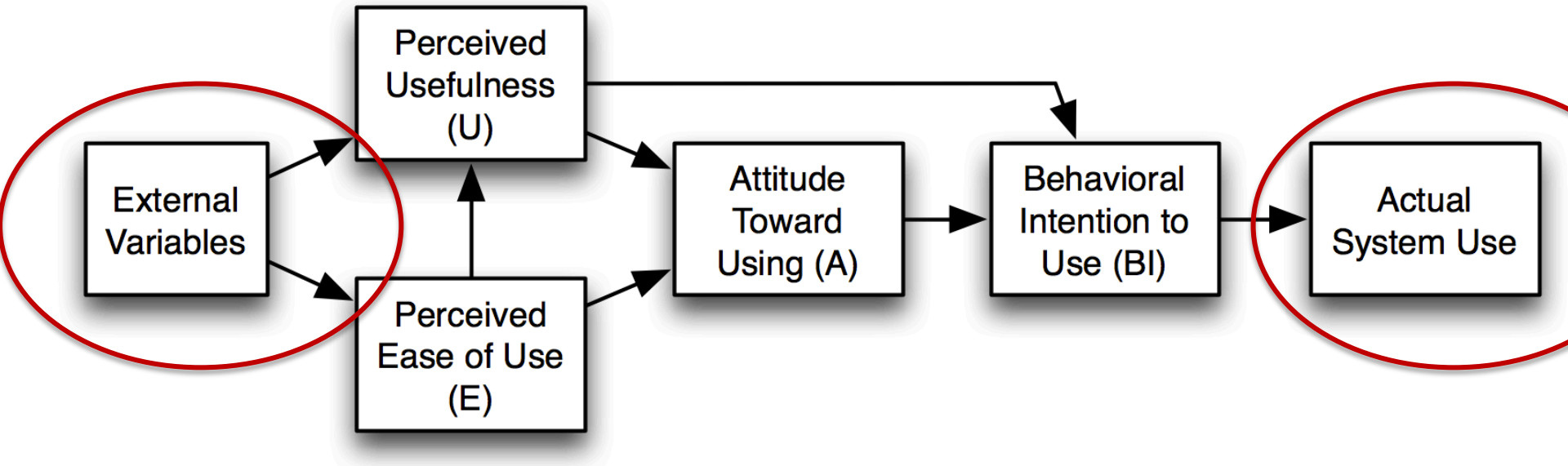
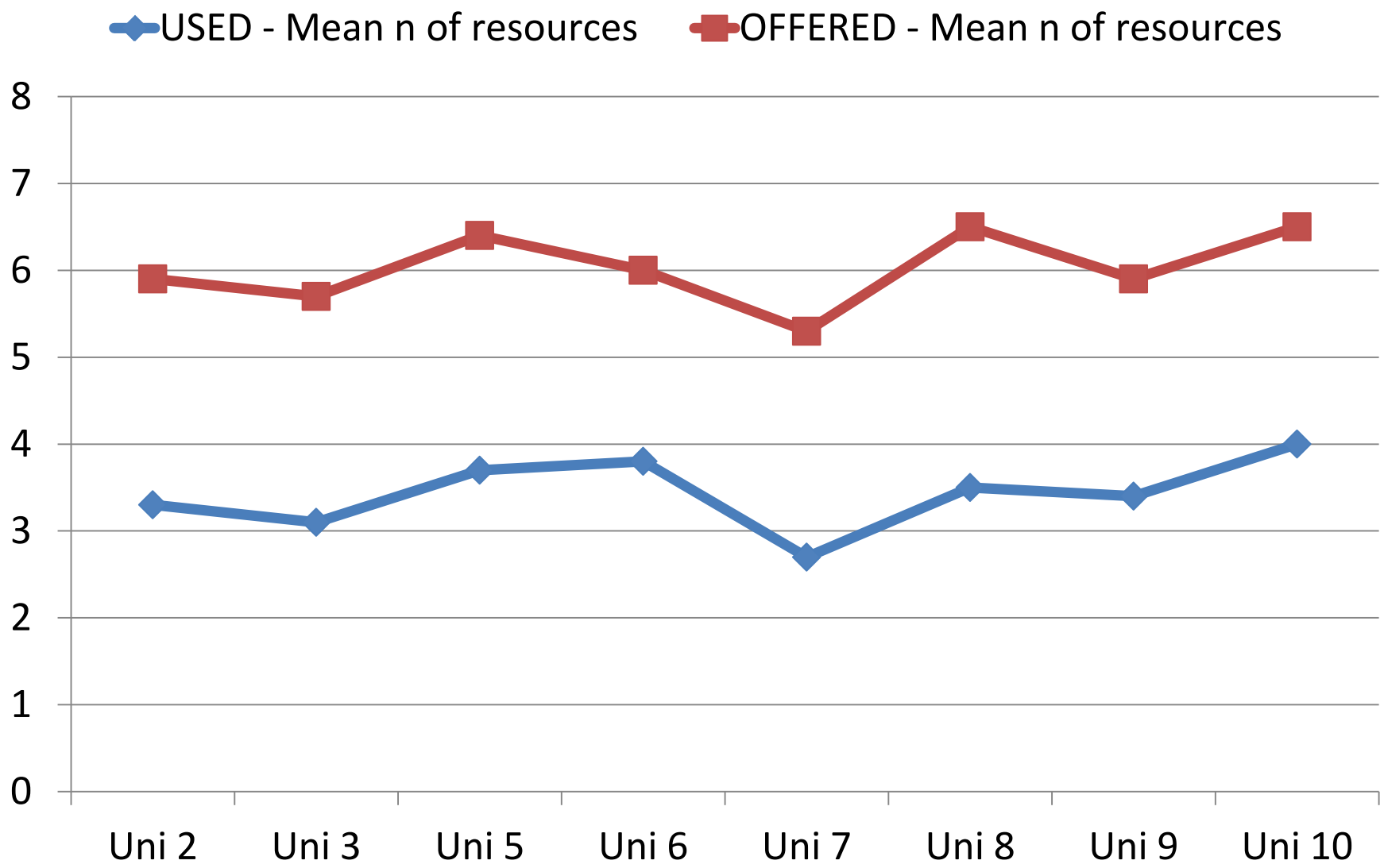
Theories and concepts I



Provision and use



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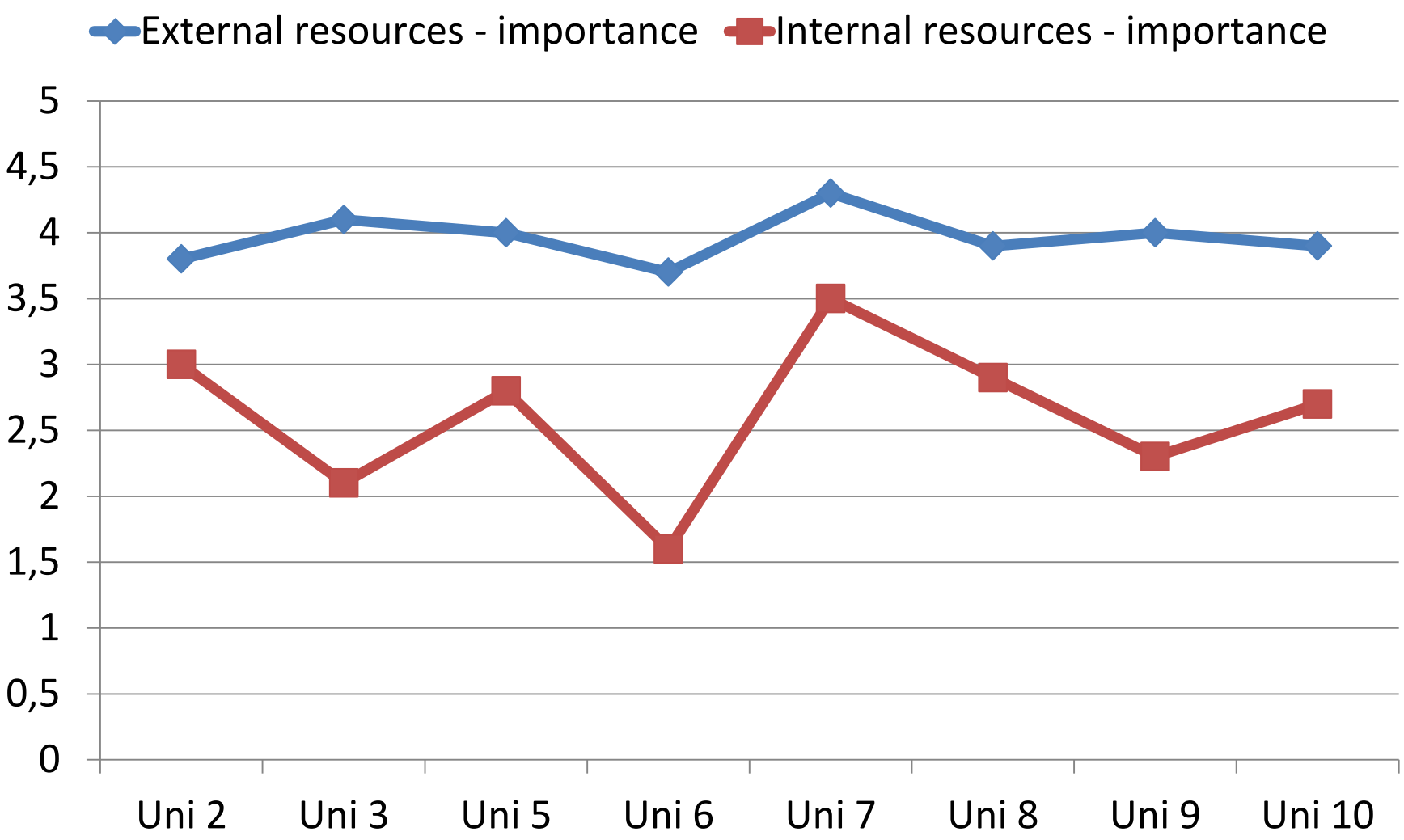
Internal and external



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Where do we go from here?

Goals to pursue with the same data set:

- Multivariate analyses
- Add university level /faculty level data
- Develop / discover conceptual models to adress explicitly mechanisms between organization and individuals
- Use/use intensity = advantages?

Goals to pursue with new data:

- Derive hypotheses from these models
- Develop suitable data collection plan

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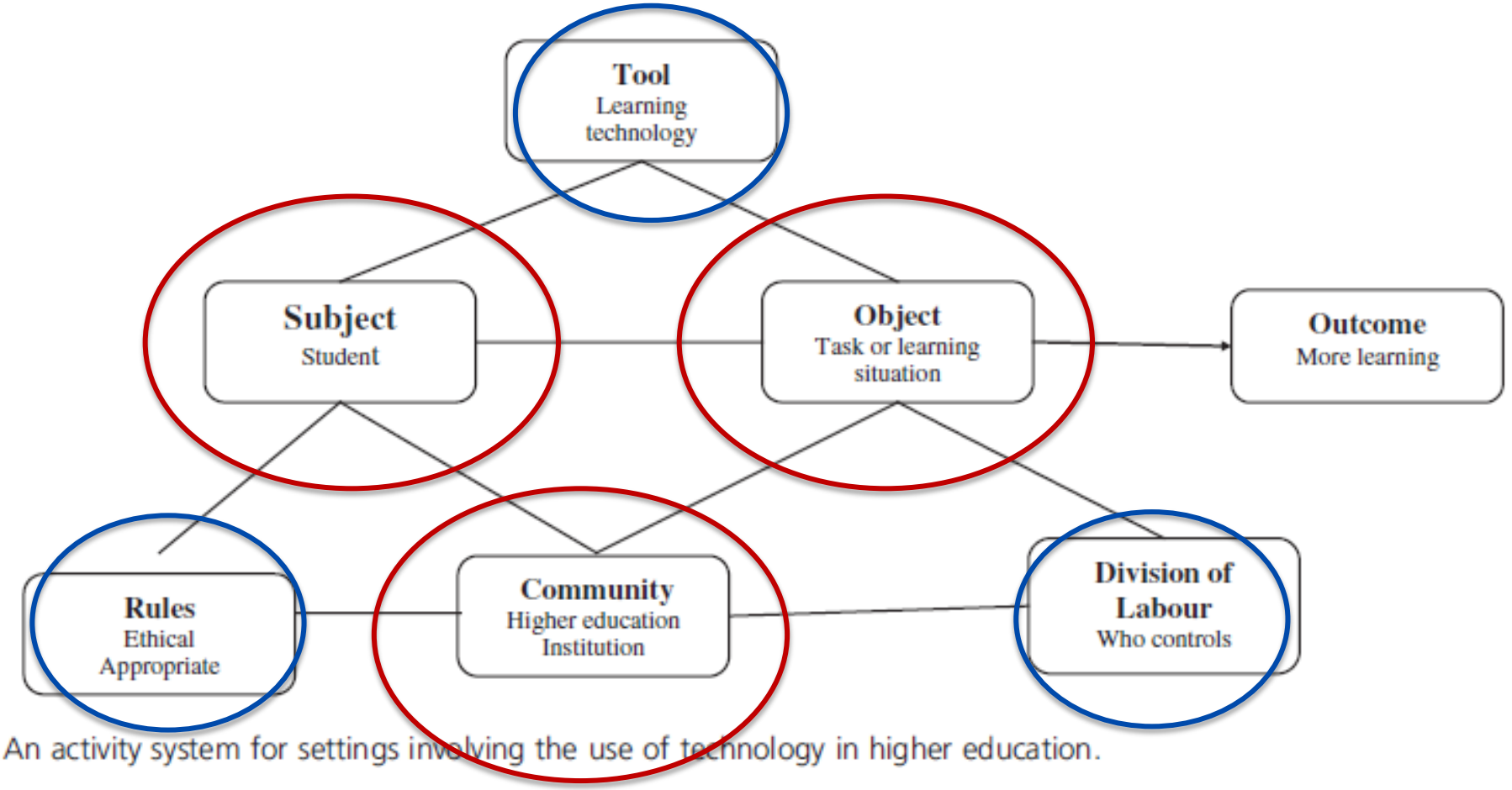
Appendix



1 An activity system for settings involving the use of technology in higher education.

Study courses offer various opportunities for direct and virtual learning. How important were the following learning contexts for your study expererience?	Very important unimportant 1 2 3 4 5 • normal courses in classrooms • E-Learning-opportunities offered by my university • E-Learning-opportunities offered by my others (i.e. other universities, profit-oriented enterprises…) • direct exchange with peers • virtual exchange with peers (i.e. via E-Mail, Facebook, WhatsApp, Moodle, Internet boards etc.) • Other: _____
How frequently did you use the following e-learning opportunities offered by your university for your studies? By that we mean materials and contents created by your university and distributed via university websites or external platforms	Very frequently never Wasn't offered ☐ ☐ ☐ ☐ ☐ ☐ • Written materials for courses (i.e. literature lists, papers, syllabi…) • Online-Courses • Learning Modules • videotaped lectures / eLectures • Podcasts • Films • Self assessment and testing tools, quizzes…. • discussion boards • Other:_____
Which of the following E-Learning-Opportunities outside your university did you use?	Very frequently never ☐ ☐ ☐ ☐ ☐ • E-Learning on national oder international platforms (i.e. Coursera, Udacity, Khan Academy, edX, iversity, iTunes U, YouTube, Vimeo, Twitter, Google+, etc.) • E-Learning by virtuelle Hochschule Bayern (vhb) • Research platforms (z.B. Research Gate) • Other:_____