
Learning Technologies in Higher Education:

What universities provide and what learners use

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

- 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 %

Practical
experience

Competencies

Evaluation of
studies

Use of digital
resources

Study behavior

Student and
Graduate
Mobility

Transition from
BA to MA

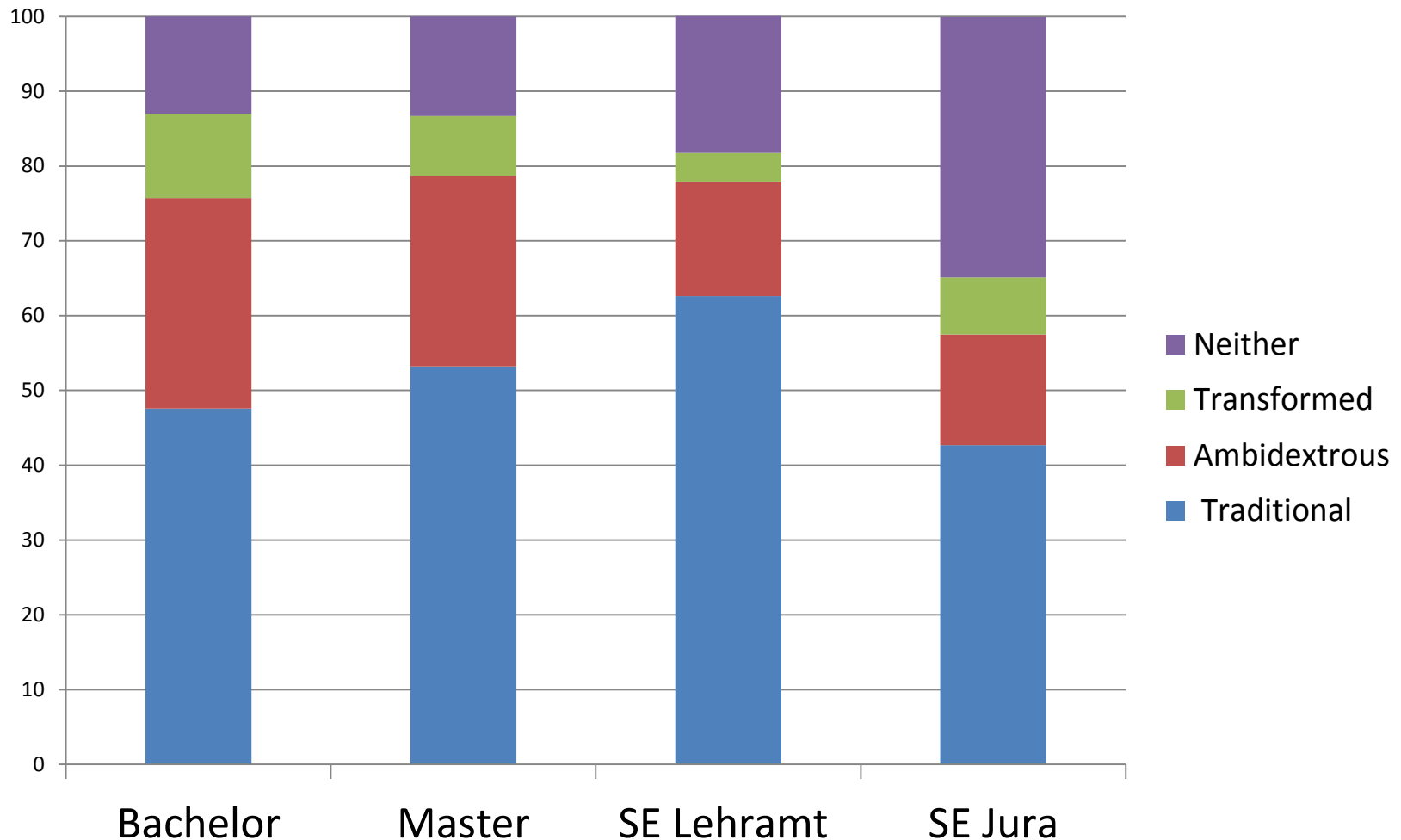
Transition into
the labour
market

First employment

- 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

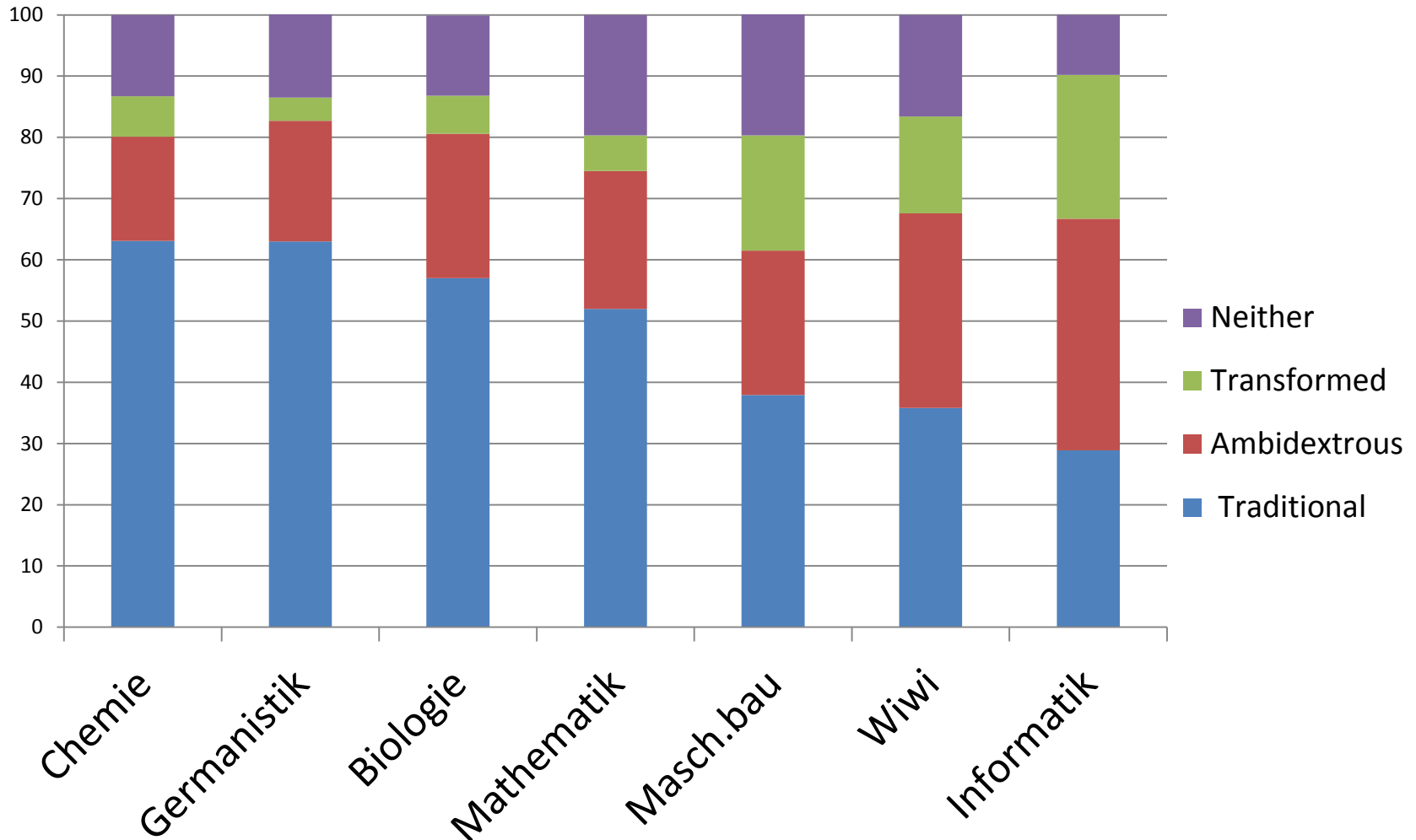
		Importance of E Learning – Internal resources	
		Low	High
Importance of Live Lectures, seminars etc.	Low	„Neither“	„Transformed“
	High	„Traditional“	„Ambidextrous“

Live lectures vs. internal E-Learning Resources

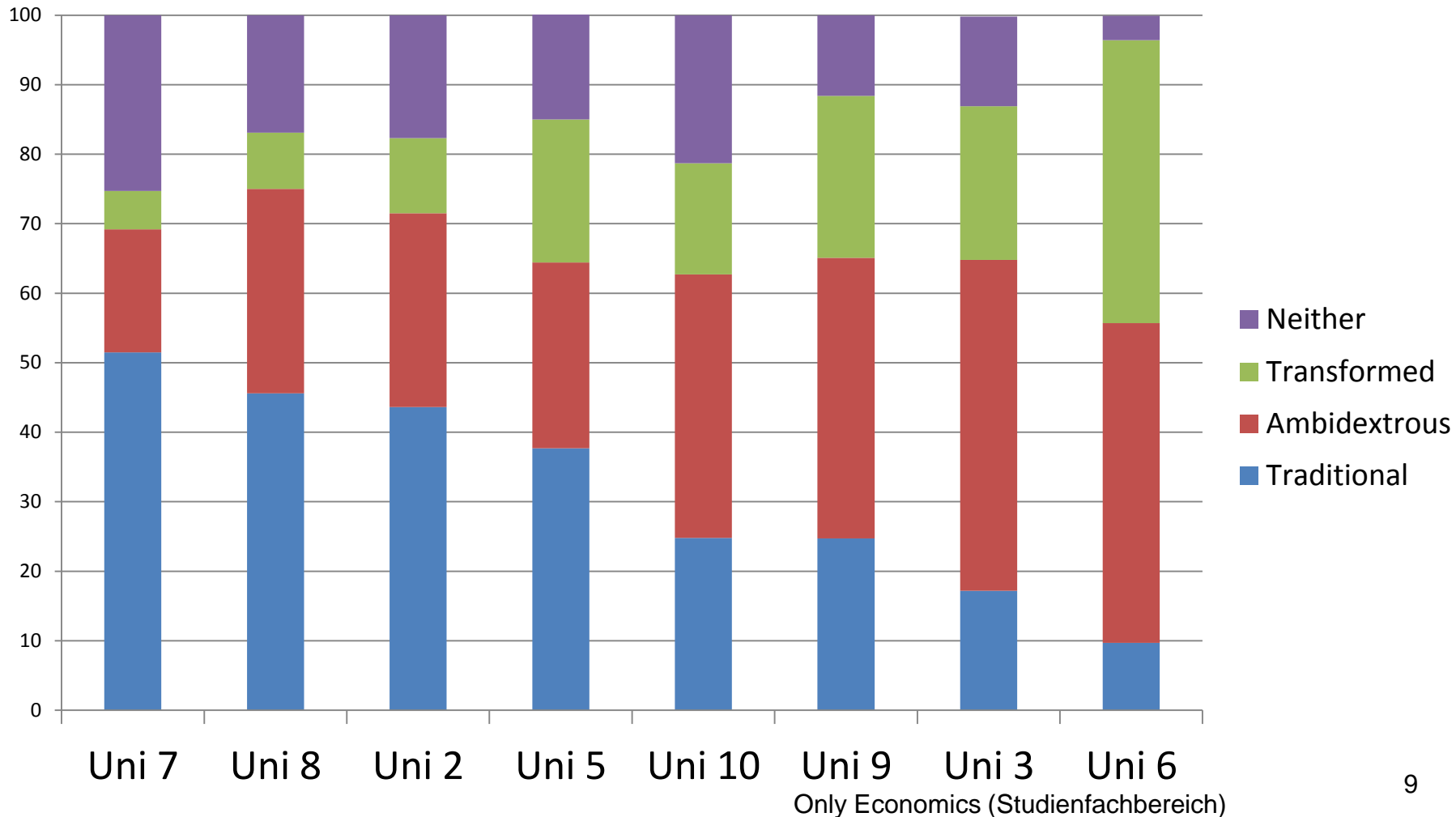


Use pattern I by discipline

Live lectures vs. internal E-Learning Resources



Live lectures vs. internal E-Learning Resources

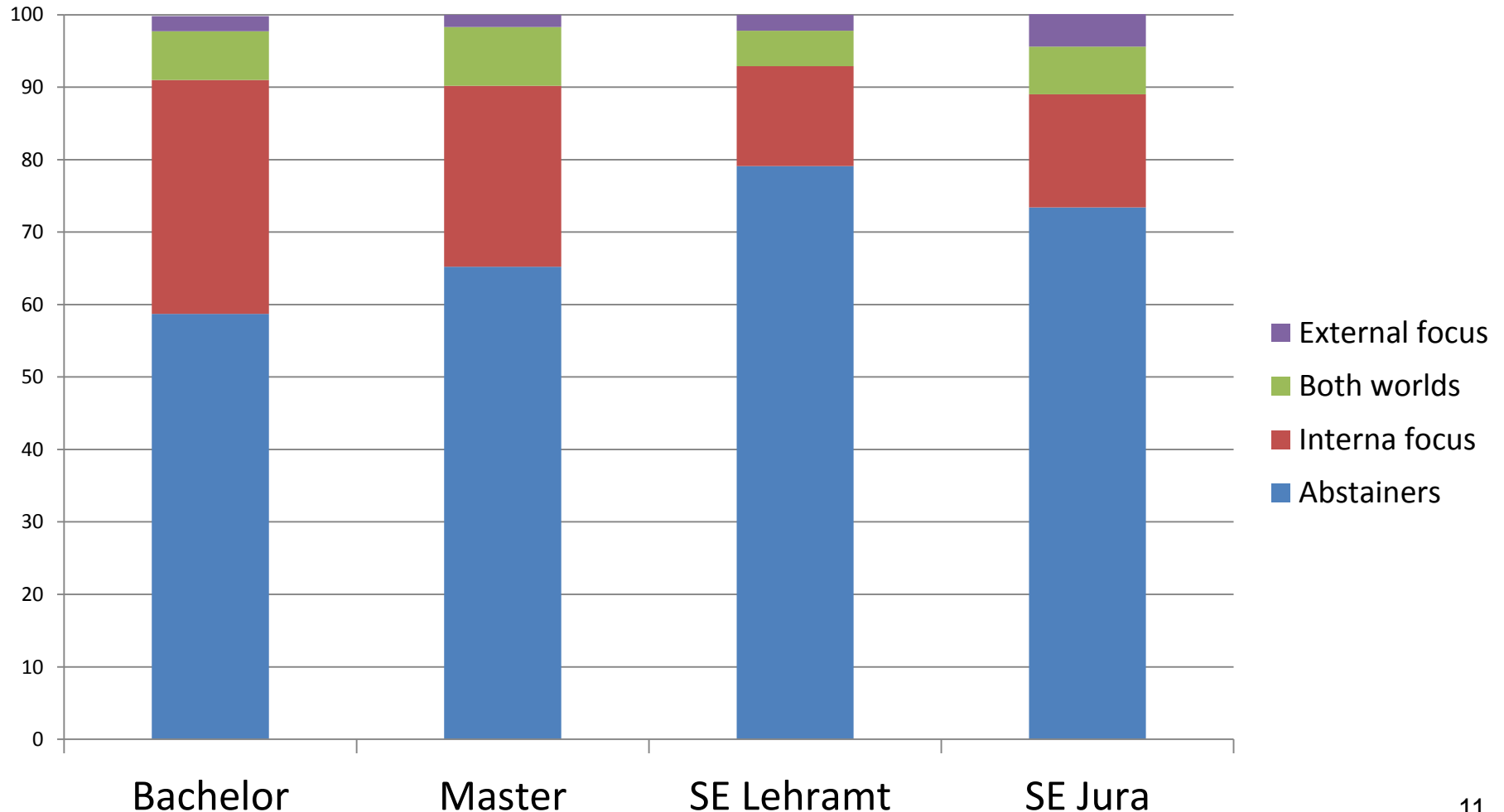


Use pattern II

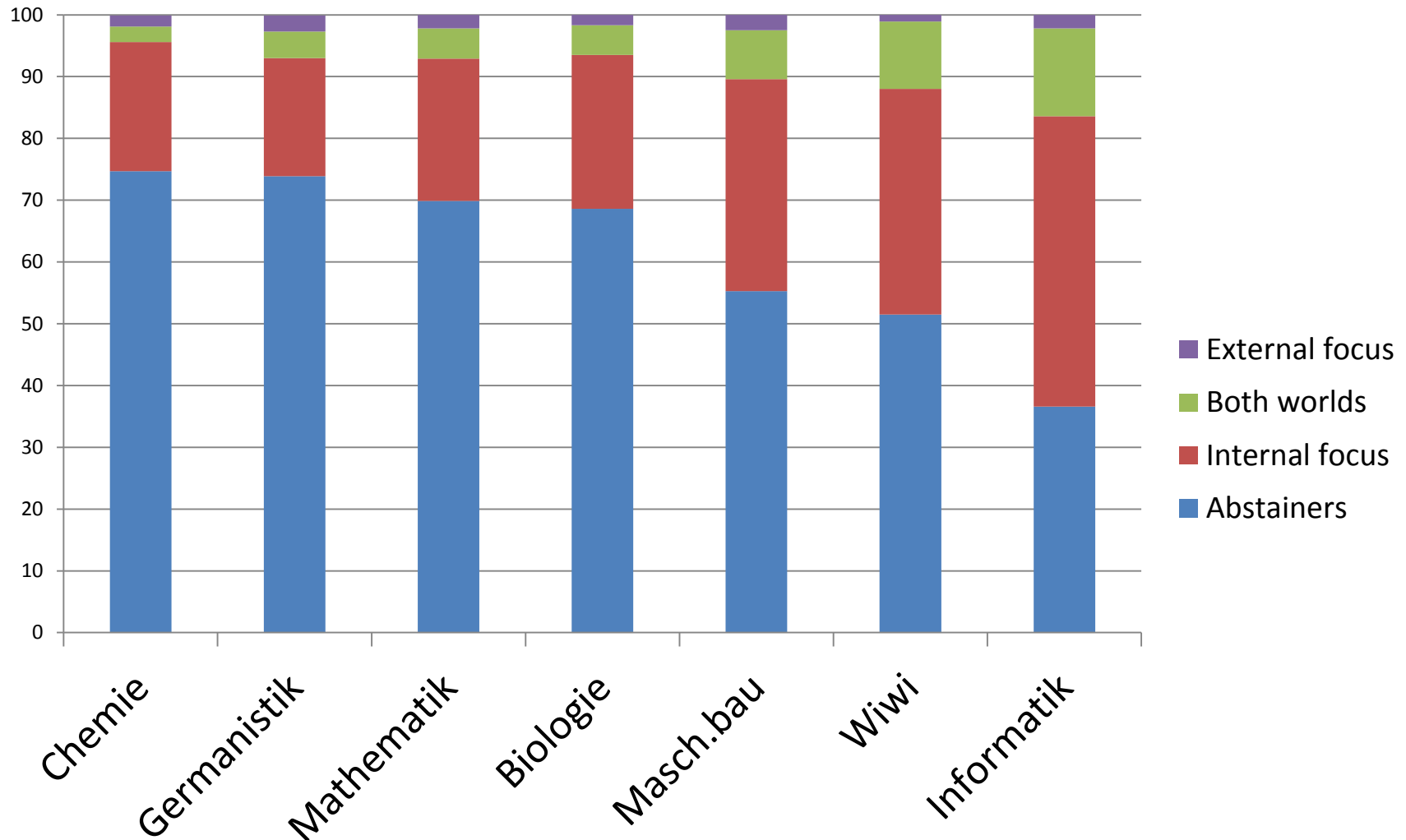
		Importance of E Learning – External resources	
		Low	High
Importance of E Learning – Internal resources	Low	„Abstainers“	External focus“
	High	„Internal focus“	„Both worlds“

Use pattern II by degree

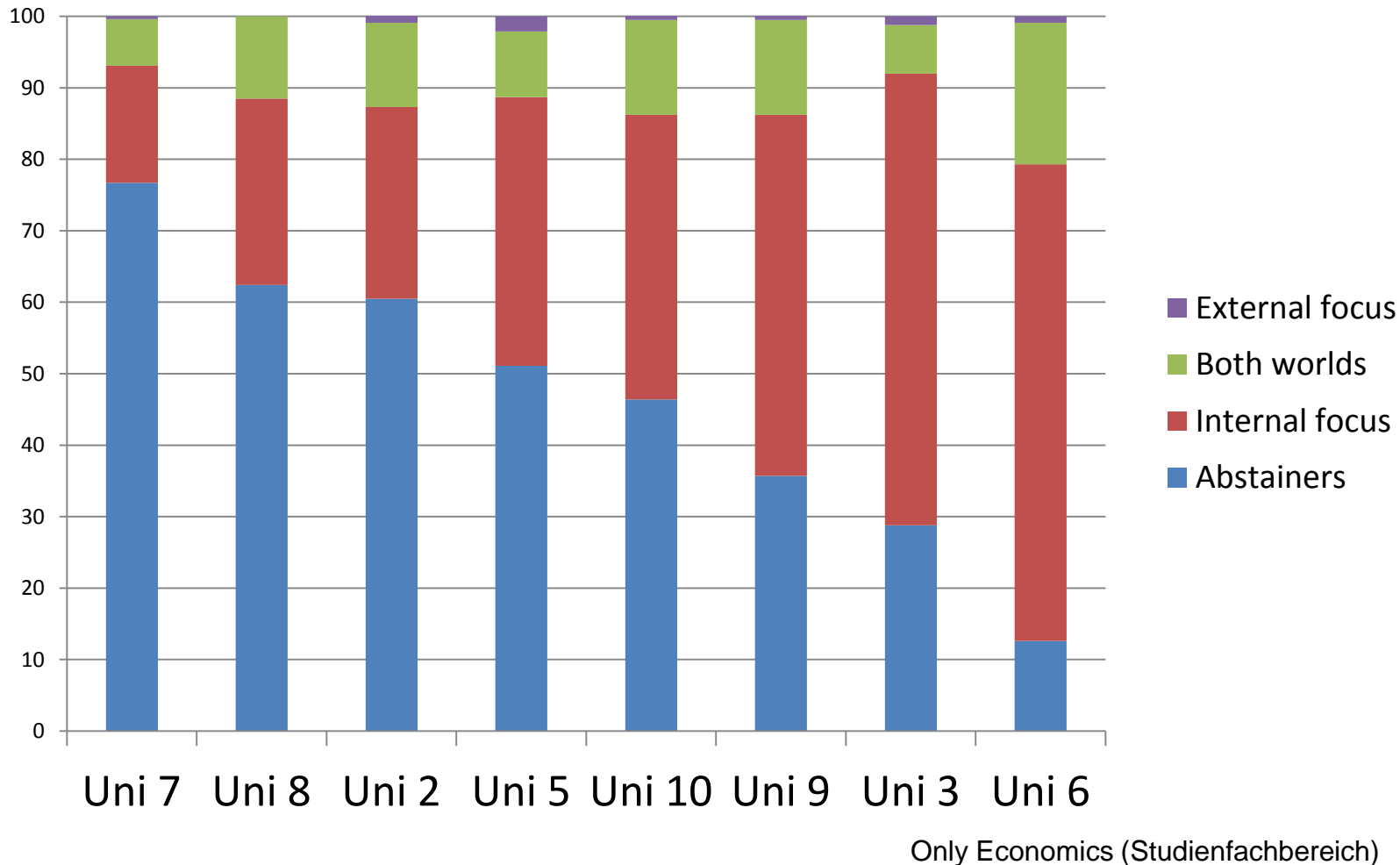
Internal vs. external E-Learning Resources

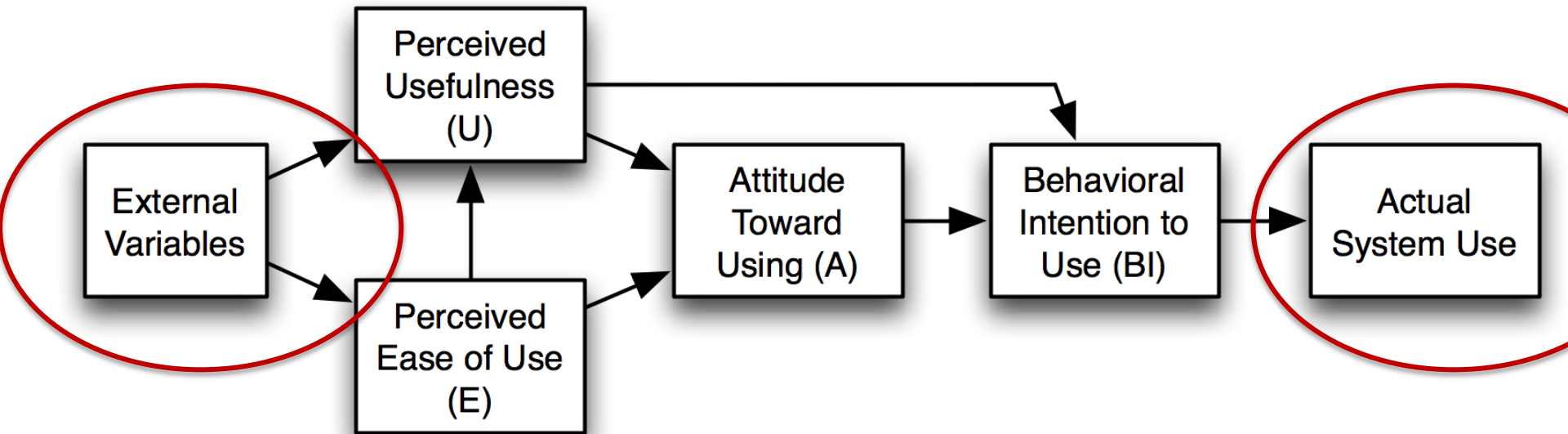


Intrnal vs. external E-Learning Resources

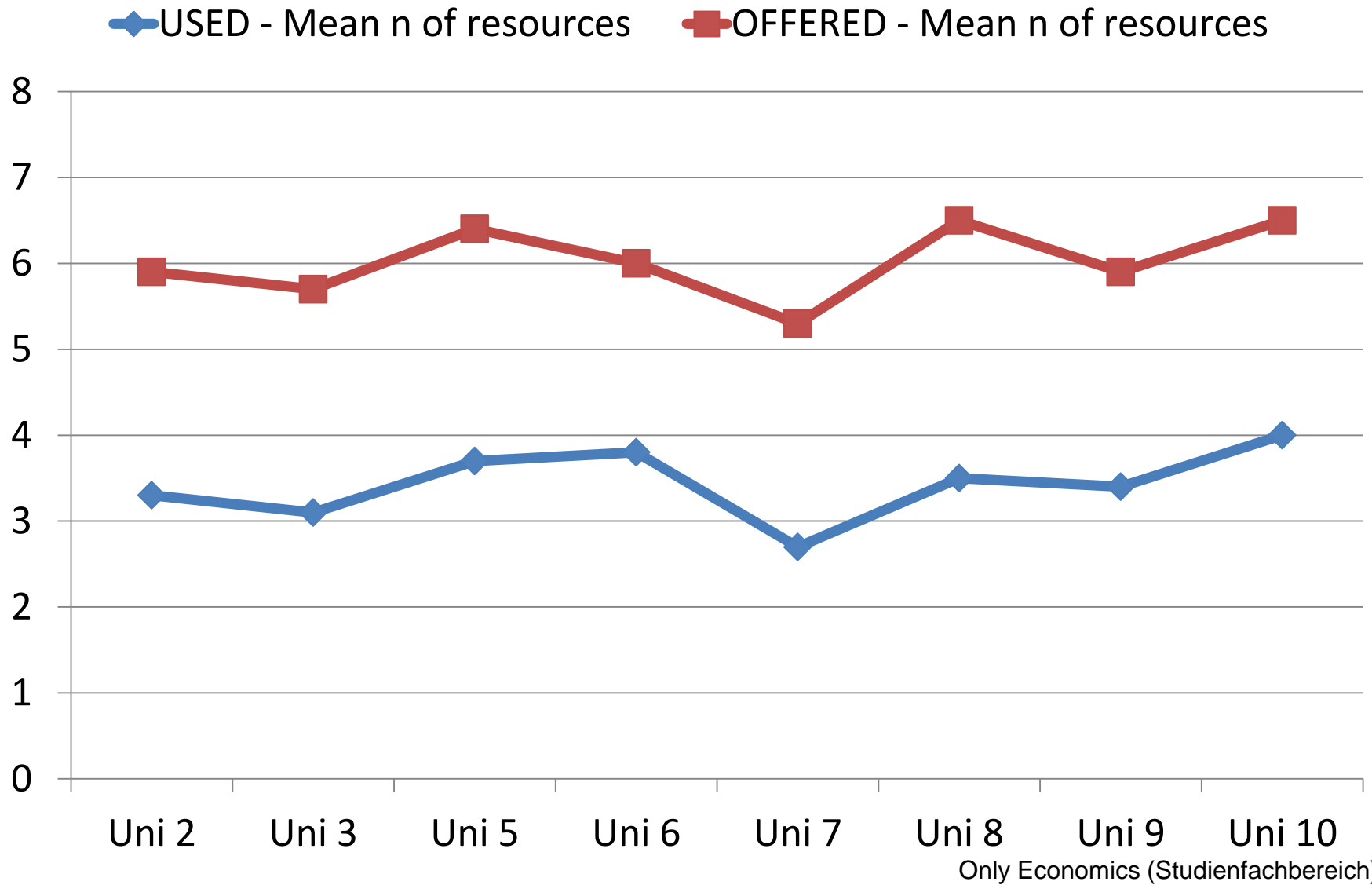


Internal vs. external E-Learning Resources

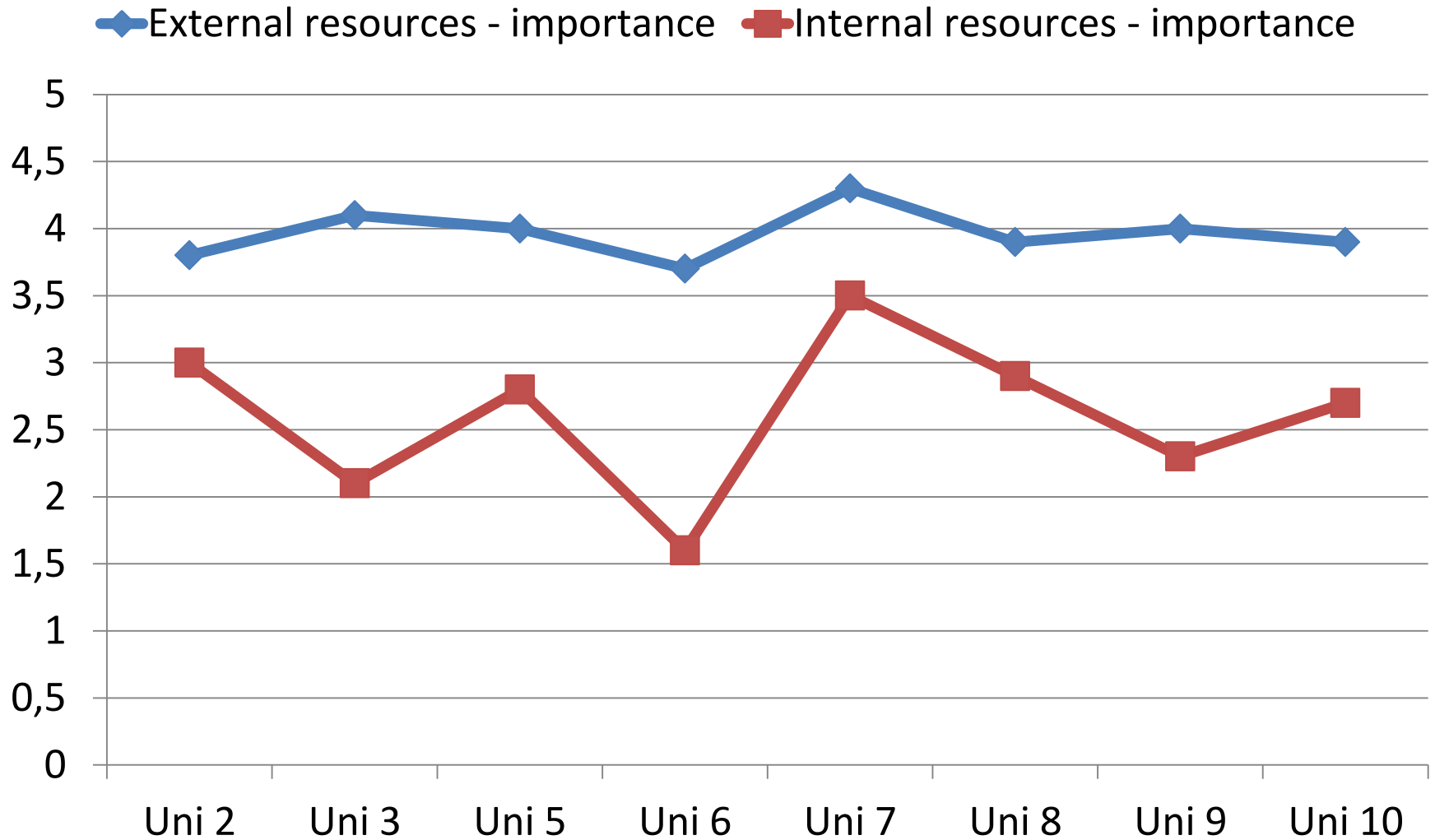




Provision and use



Internal and external



Goals to pursue with the same data set:

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

Goals to pursue with new data:

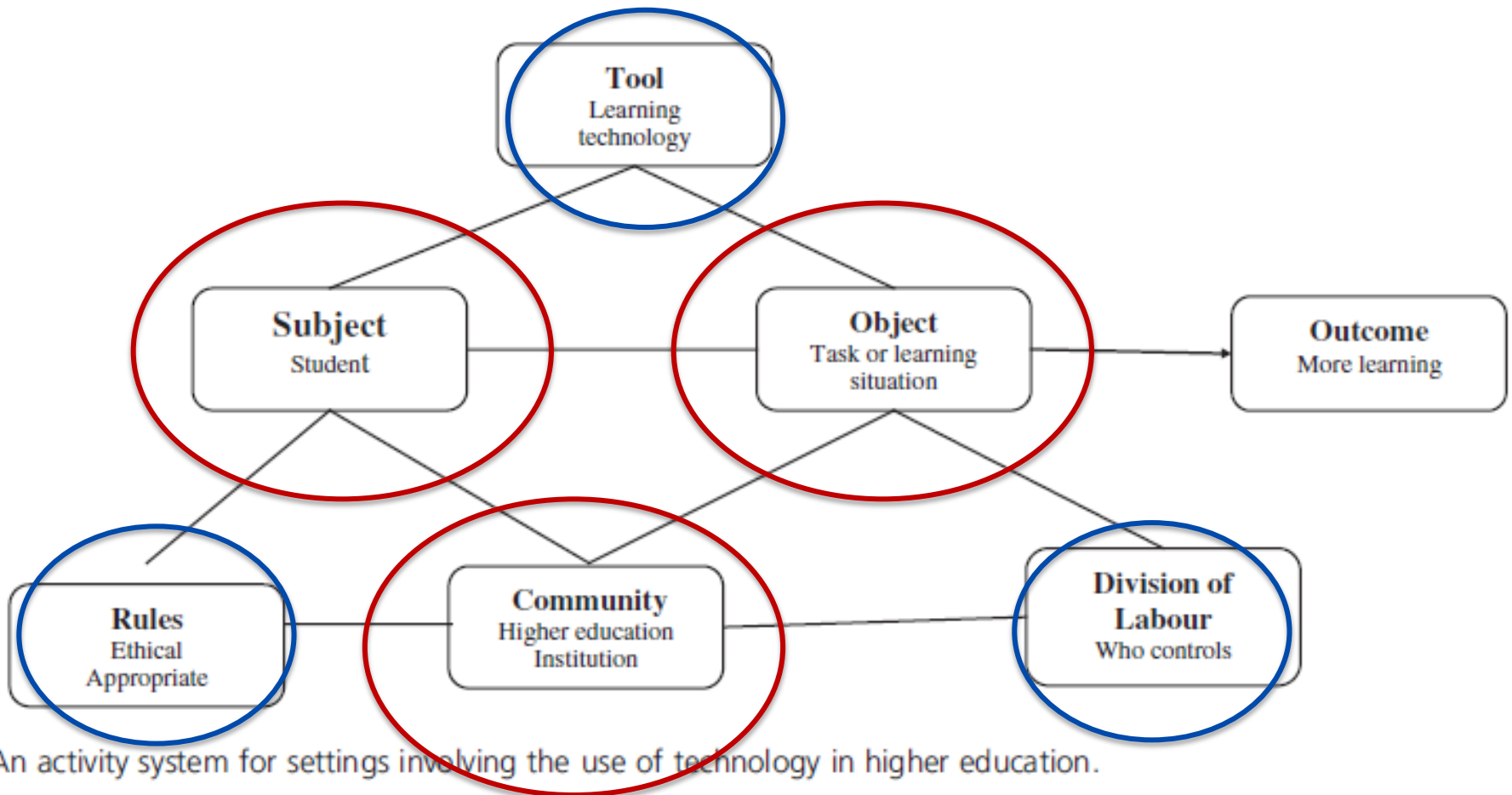
- Derive hypotheses from these models
- Develop suitable data collection plan

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<p>Study courses offer various opportunities for direct and virtual learning.</p> <p>How important were the following learning contexts for your study experience?</p>	<p>Very important unimportant 1 2 3 4 5</p> <ul style="list-style-type: none"> • 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: _____
<p>How frequently did you use the following e-learning opportunities offered by your university for your studies?</p> <p>By that we mean materials and contents created by your university and distributed via university websites or external platforms</p>	<p>Very frequently never Wasn't offered <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <ul style="list-style-type: none"> • 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: _____
<p>Which of the following E-Learning-Opportunities outside your university did you use?</p>	<p>Very frequently never <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <ul style="list-style-type: none"> • 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: _____