THE CENTRE FOR TEACHING, LEARNING & INNOVATION (CTLI)

Barriers, Needs, and Strategies for Learning Technology and Innovation at JIBC

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1 Background

JIBC's 2022–2027 Strategic Plan commits to **Pursuing Education & Training Excellence**, including curriculum enhancement through educational technologies and research.

In December 2025, the team formed to explore how instructors, staff, and students use learning technologies and engage in teaching and learning innovation.

What's working well? What barriers exist? What tools, resources, and supports are needed?

Findings will provide an evidence-informed foundation for identifying future technology needs and strengthening support services and strategies for teaching and learning across JIBC.

2 Method & Timeline

106
Validated complete survey responses

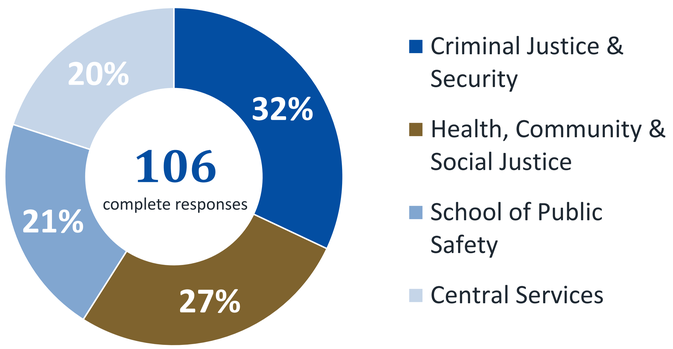
14
Interviews across all divisions

1
Student focus groups*

*Scheduled Nov 2026

Prep	Survey	Interviews	Analysis	Focus Groups
Dec 25 – Mar 26	Mar – May 26	Jun – Aug	Aug – Sep	Sep – Dec

3 Who We Heard From



78%
Directly teach, instruct, coach and support T&L

45%
0–3 years of service at JIBC

About the data

- 106 validated complete survey responses ("complete" indicates survey completion status, not that every item was answered)
- 104 eligible for division analysis
- Close-ended question response counts range from 75–106
- Open-ended question response counts range from 4–70 (reported separately)

Scope & limitations: self-selected sample (strong views may be over-represented).
Data sources: JIBC Faculty & Staff Learning Technology Survey (106 validated complete responses) and semi-structured faculty/staff interviews (n = 14), 2026.

4 Current use of Learning Technologies

Tool	All (n)	Criminal Justice & Security	Health, Community & Social Justice	School of Public Safety	Central Services
LMS (e.g. Blackboard)	88	90.9%	89.3%	90.9%	57.1%
Virtual classroom (Zoom/Teams/Collaborate)	83	72.7%	82.1%	86.4%	76.2%
Presentation tools (Slides/PowerPoint)	82	72.7%	85.7%	72.7%	76.2%
AI tools (ChatGPT/Gemini/Claude/Copilot)	54	39.4%	60.7%	45.5%	57.1%
Quiz/survey/polling tools	41	24.2%	50.0%	50.0%	38.1%
Media streaming & production	39	27.3%	32.1%	36.4%	57.1%
Graphic Design tools	39	36.4%	35.7%	27.3%	47.6%
Content authoring tools	33	21.2%	35.7%	27.3%	42.9%
Online collaboration tools	33	18.2%	35.7%	36.4%	42.9%
Open educational resources	31	18.2%	35.7%	31.8%	33.3%
E-Portfolio tools	13	3.0%	32.1%	0.0%	14.3%
Simulation & educational games	13	9.1%	10.7%	22.7%	9.5%
Assessment tools	8	3.0%	0.0%	13.6%	19.0%
Academic integrity tools	7	6.1%	10.7%	4.5%	4.8%
Blogs and wikis	6	3.0%	0.0%	0.0%	23.8%
VR / AR / mixed reality	5	6.1%	7.1%	0.0%	4.8%
Other	10	6.1%	3.6%	22.7%	9.5%

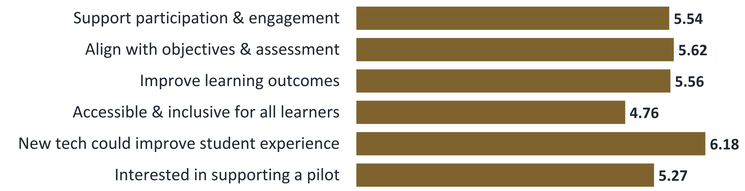
All (n) = respondents using each tool

5.52 Average technologies selected per respondent

Satisfaction with Current Technologies (out of 5)

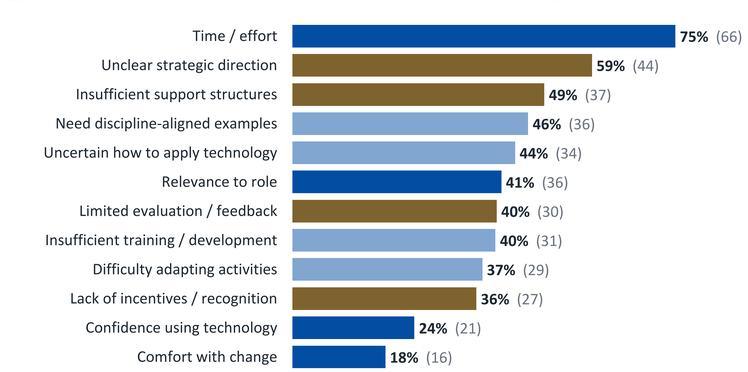
3.63	3.64	3.68	3.71
Reliability	Usability	Effectiveness	**Overall**

Perceived Impact on Teaching & Learning with Current Technologies (1 = strongly disagree, 7 = strongly agree)



5 Barriers to Adoption

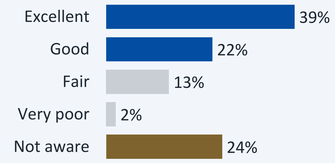
% of respondents in each section who selected the barrier (count in parentheses)



6 CTLI Support and Enhancement

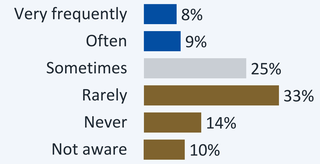
Rating of access

61% rate access Good or Excellent



How often faculty and staff seek support

57% rarely, never, or not aware



WHAT RESPONDENTS SAID

> *"CTLI is doing a fantastic job with the tech trainings that they regularly have for staff and drop-in sessions."*

> *"CTLI is fantastic! AI Week was outstanding — I wish we could have more events like that to profile tech."*

7 Three Interconnected Gaps of Learning Technology Use

Authenticity Gap

Closing the distance between technology & learning outcomes.

- Predictable scenarios and limited realism
- Text-based cases feel less engaging
- Online delivery needs more thoughtful design
- Applied, on-the-job learning doesn't always fit current course formats

Knowledge Gap

Connecting people, program, and services.

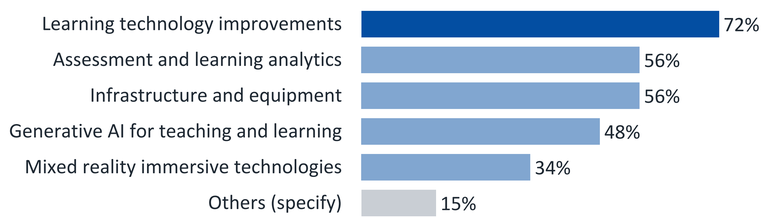
- Uneven awareness of available technology
- Limited visibility into what others are trying
- CTLI is often disconnected from day-to-day teaching and student experience

Sustainability Gap

Making adoption last.

- Pilots stall without long-term funding
- Legacy systems can erase hard work
- High-cost tools need institutional investment

8 Strategic Priorities, Next 3–5 Years



Conclusion

The common thread is the ***high cost of innovation***: faculty and staff must identify a problem, find and learn a tool, assess pedagogical fit, and implement it, largely without dedicated time or resources. Moving CTLI from responsive support to proactive, discipline-specific partnership can turn interest into sustained, scalable adoption.