2016-2017 PORTRAIT OF IT REPRESENTATIVES

Participation Rate

1. By Type of Establishment

	Nbre de collèges répondants	Nb total Collèges	Taux de réponse
Cégep ou collège public	49	52	94%
Collège privé	15	20	75%
Institut	3	3	100%
TOTAL	67	75	89%

The total number of responding colleges includes the three campuses of Lanaudière and Champlain College. However, Cégep à distance was excluded as the ITREPs' mandate is quite different from the other colleges.

The participation rate of colleges for this survey is high: 94% among respondents from CEGEPs and public colleges (49/52). For all colleges and institutes combined, the participation rate is of 89%. Thus the responses are representative of the entire College ITREP Network community.

2. By Language of Instruction

	Nbre de collèges répondants	Nb total Collèges	Taux de réponse
Francophone	62	66	94%
Anglophone	5	9	56%
TOTAL	67	75	89%

The 56% participation rate from English-speaking CEGEPS and colleges, public and private combined, is somewhat lower than that of the French-speaking colleges.

3. By Gender of Respondents

	Nbre de répondants	%
Femme	36	54%
Homme	31	46%
TOTAL	67	100%

4. By Age of Respondents

	Nbre de répondants	%
Entre 20 et 30 ans	3	4%
Entre 31 et 40 ans	15	22%
Entre 41 et 50 ans	29	43%
51 ans et plus	20	30%
TOTAL	67	100%

Portrait of ITREPs

5. Job Title

	Cégep public		Collège privé		Institut	
Conseiller pédagogique	24	49%	3	20%	0	0%
Conseiller pédagogique TIC	20	41%	3	20%	3	100%
Enseignant	0	0%	2	13%	0	0%
Bibliothécaire, SMTE	1	2%	1	7%	0	0%
Autre	4	8%	6	40%	0	0%
TOTAL	49	100%	15	100%	3	100%

**In CEGEPs and public colleges,** 90% of ITREPs are either pedagogical counsellors (49%) or IT pedagogical counsellors (41%).

However, when we compare these results with those from 2014-2015 and 2015-2016, we notice that there are fewer and fewer ITREPs whose job title is "IT pedagogical counsellor".
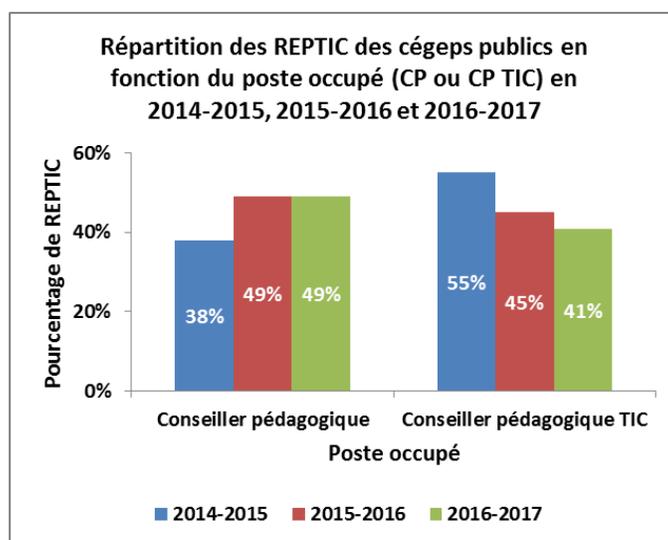
In private colleges, only 40% of ITREPs are pedagogical counsellors or IT pedagogical counsellors.

6. Employment Status

Statut d'emploi des REPTIC
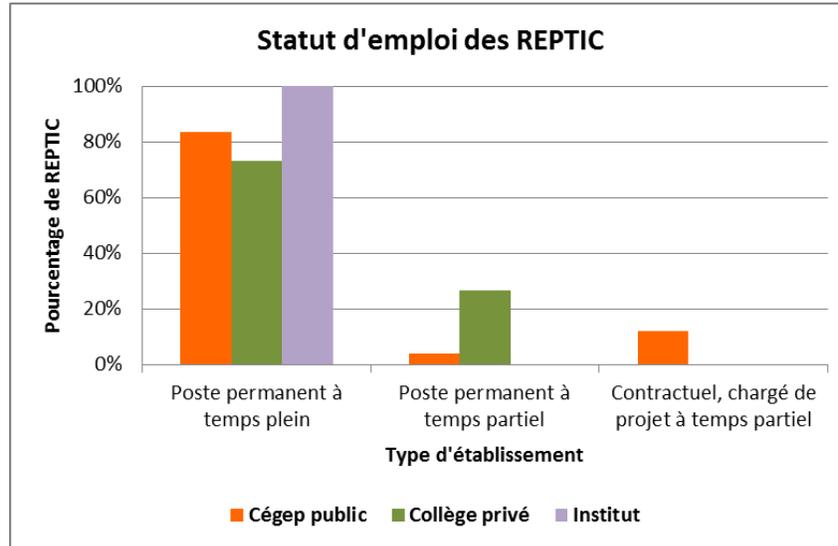
The employment status of ITREPs hasn't changed since 2014-2015, regardless of the type of establishment. For the vast majority of colleges, ITREPs hold permanent full- or part-time posts.

7. Percentage of Work Dedicated to the Integration of ICT

A. All Types of Establishments

Répartition des REPTIC , tous établissements confondus, en fonction du pourcentage de leur tâche consacré au dossier de l'intégration des TIC en 2016-2017
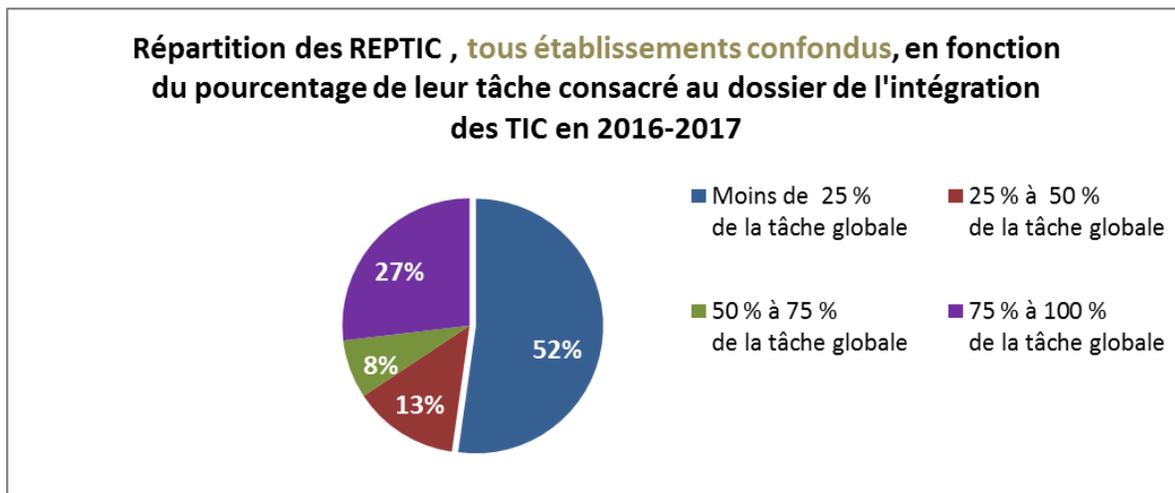
The percentage of work dedicated to the Integration of ICT is **less than 25% in more than half of the respondents** (n = 67).

B. CEGEPs and Public Colleges

Répartition des REPTIC des cégeps publics en fonction du pourcentage de leur tâche consacré au dossier de l'intégration des TIC en 2016-2017

- Moins de 25 % de la tâche globale
- 25 % à 50 % de la tâche globale
- 50 % à 75 % de la tâche globale
- 75 % à 100 % de la tâche globale

45%
29%
16%
10%
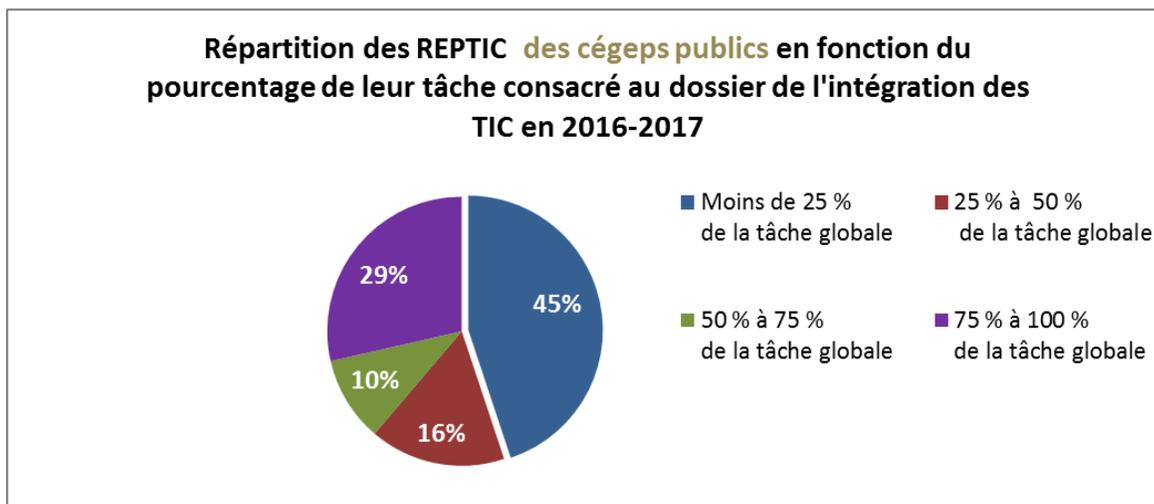
In 45 % of the public colleges, the percentage of work dedicated to the Integration of ICT in 2016-2017 **is less than 25%.** However, almost 30% of the ITREPs are dedicated to ICT full time.

C. Private Colleges

Répartition des REPTIC des collèges privés en fonction du pourcentage de leur tâche consacré au dossier de l'intégration des TIC en 2016-2017

- Moins de 25 % de la tâche globale
- 25 % à 50 % de la tâche globale
- 75 % à 100 % de la tâche globale

87%
7%
6%

In private colleges, the percentage of workloads dedicated to the integration of ICT varies from one establishment to the other, but in 87% of them, this percentage represents less than 25% of the overall workload. We have to keep in mind that the job postings for 44% of the ITREPs working in private colleges is not as a pedagogical counselor, whether they are ICT or not.
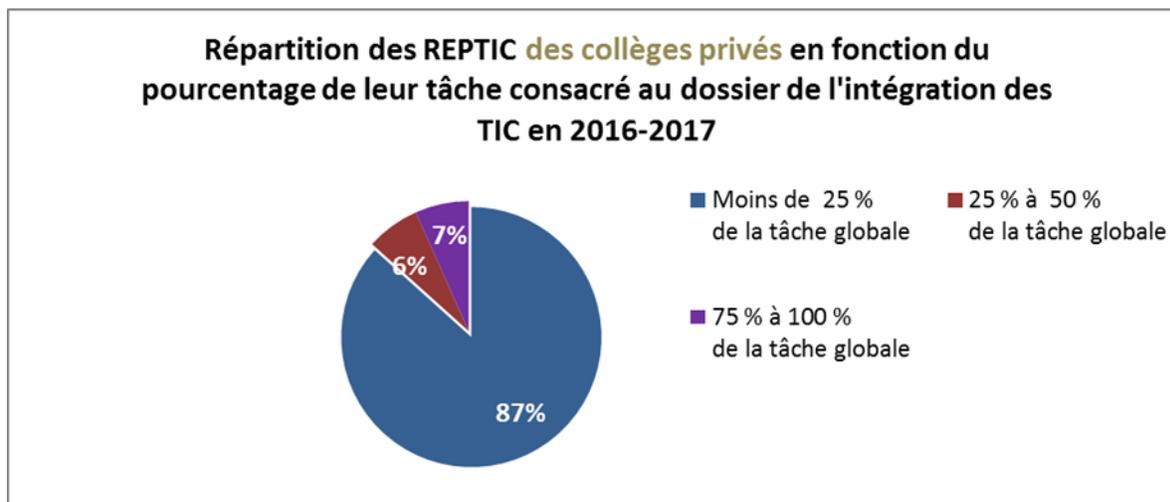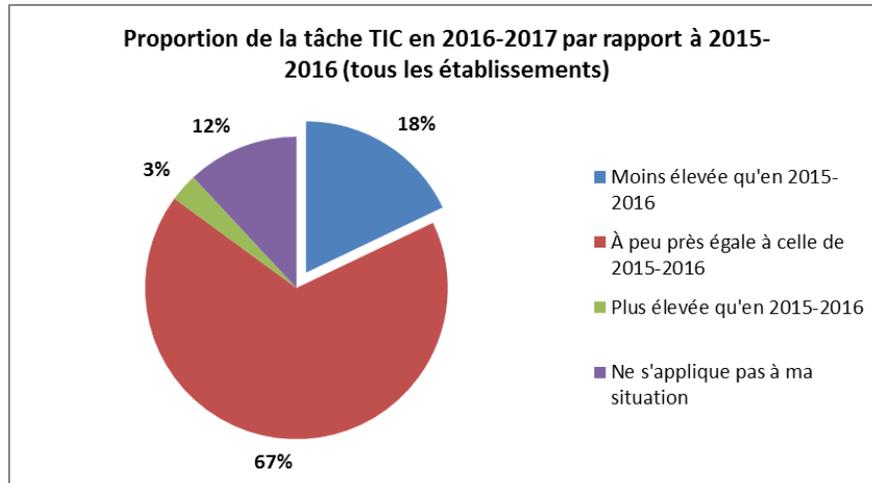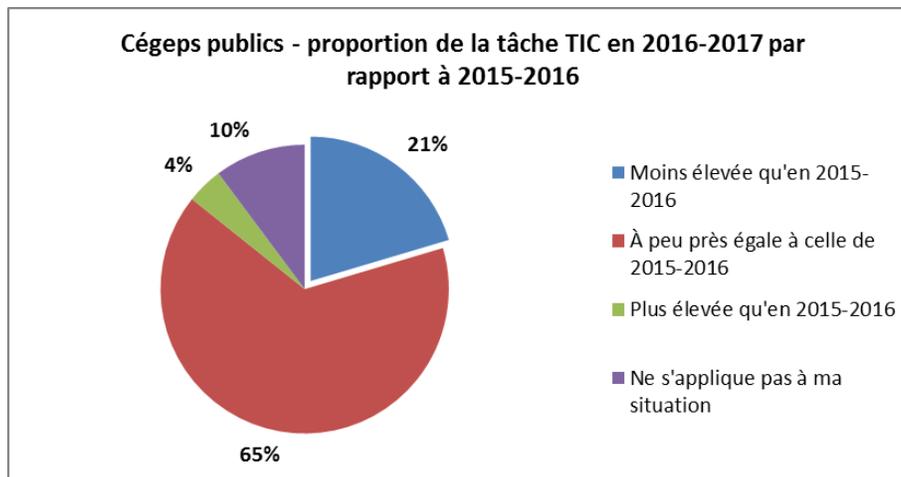
8. Evolution of work dedicated to the Integration of ICT

A. All Types of Establishments

Proportion de la tâche TIC en 2016-2017 par rapport à 2015-2016 (tous les établissements)

- 18% — Moins élevée qu'en 2015-2016
- 67% — À peu près égale à celle de 2015-2016
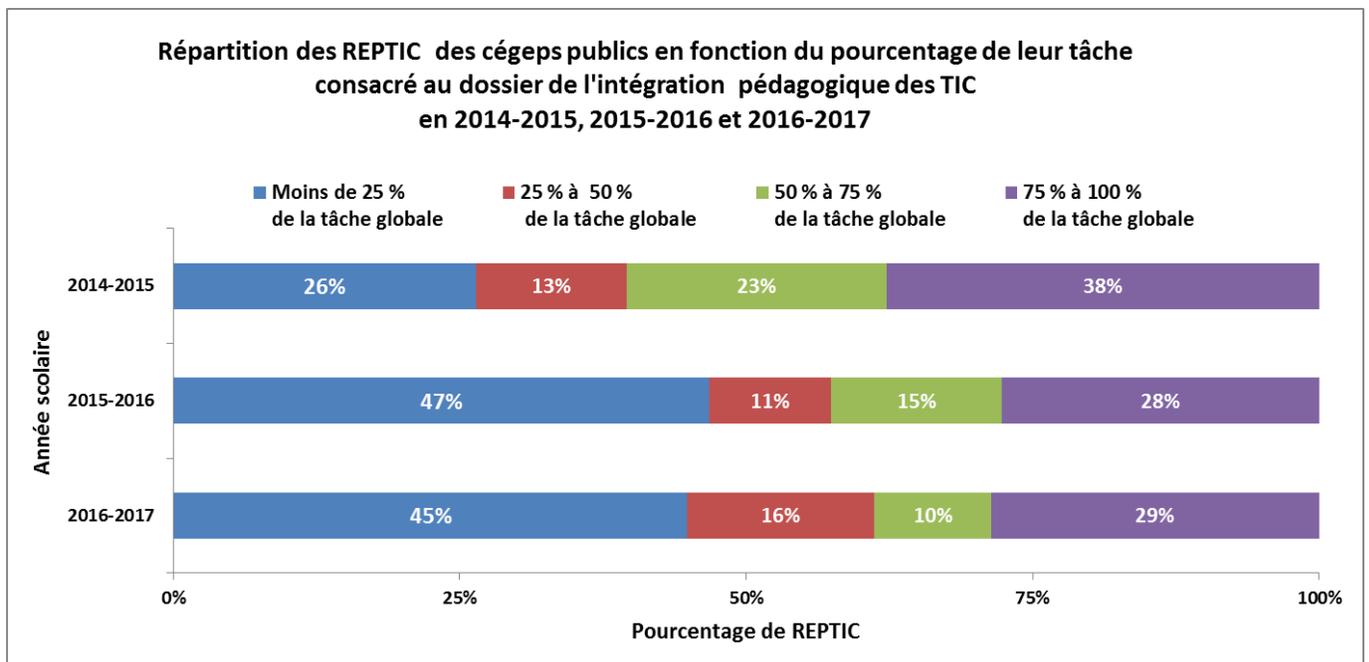- 3% — Plus élevée qu'en 2015-2016
- 12% — Ne s'applique pas à ma situation

In almost 20 % of establishments, the percentage of work dedicated to the integration of ICT in 2016-2017 **is lower than it was in 2015-2016**.

B. CEGEPs and Public Colleges

Cégeps publics - proportion de la tâche TIC en 2016-2017 par rapport à 2015-2016

- 21% — Moins élevée qu'en 2015-2016
- 65% — À peu près égale à celle de 2015-2016
- 4% — Plus élevée qu'en 2015-2016
- 10% — Ne s'applique pas à ma situation

We observe that this year, in 21% of public colleges, the workload dedicated by ITREPs for the integration of ICT is less than it was in 2015-2016. The percentage of workloads related to ICT also decreased last year.

The following table shows the evolution of the percentage of workloads dedicated by the ITREPs for the integration of ICT in public colleges since 2014-2015.

Répartition des REPTIC des cégeps publics en fonction du pourcentage de leur tâche consacré au dossier de l'intégration pédagogique des TIC en 2014-2015, 2015-2016 et 2016-2017
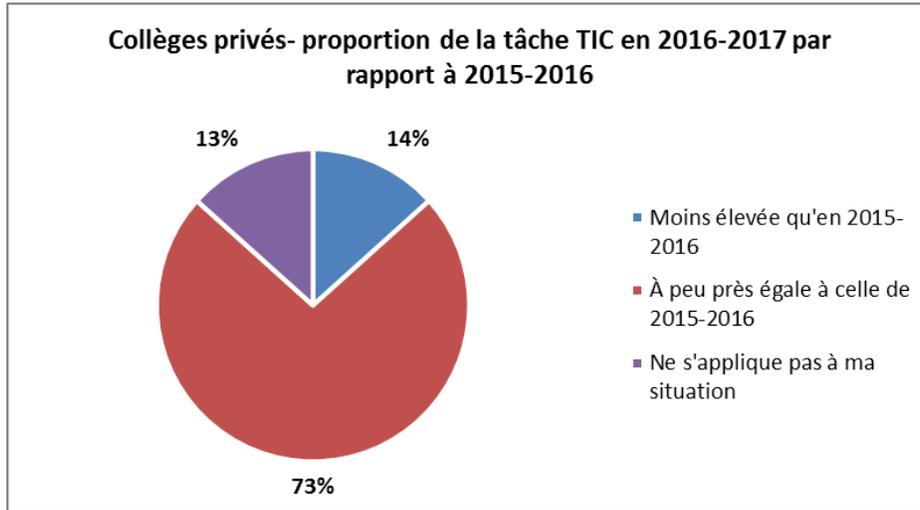
The chart illustrates that for the last three years, **the proportion of task dedicated to ICT by ITREPs has tended to decrease:**

- The percentage of public colleges for which the **workload dedicated to ICT by ITREPs is less than 50%** is increasing:
    - o 2014-2015: 39 %
    - o 2015-2016: 58 %
    - o 2016-2017: 61 %
- In contrast, the percentage of public colleges for which the **workload dedicated to ICT by ITREPs is 50% or more** continues to decrease:
    - o 2014-2015: 61 %
    - o 2015-2016: 43 %
    - o 2016-2017: 39 %

Comments made by ITREPs show some apprehension related to the workload dedicated to the pedagogical integration of ICT in colleges: even though the need for support and training for teachers integrating technology are constantly increasing (just think about the massive implementation of Office 365), the time needed to accomplish this is decreasing. There are more and more ITREPs having to wear multiple hats and having to manage it all. Let's hope that with the announcement of the end of the budgetary restraint which colleges have endured in the last few years will help stabilize, or even add, professional resources that will be dedicated to pedagogical integration of ICT for the next few years.

C. Private Colleges

Collèges privés- proportion de la tâche TIC en 2016-2017 par rapport à 2015-2016

- 14%
- 13%
- 73%

- ■ Moins élevée qu'en 2015-2016
- ■ À peu près égale à celle de 2015-2016
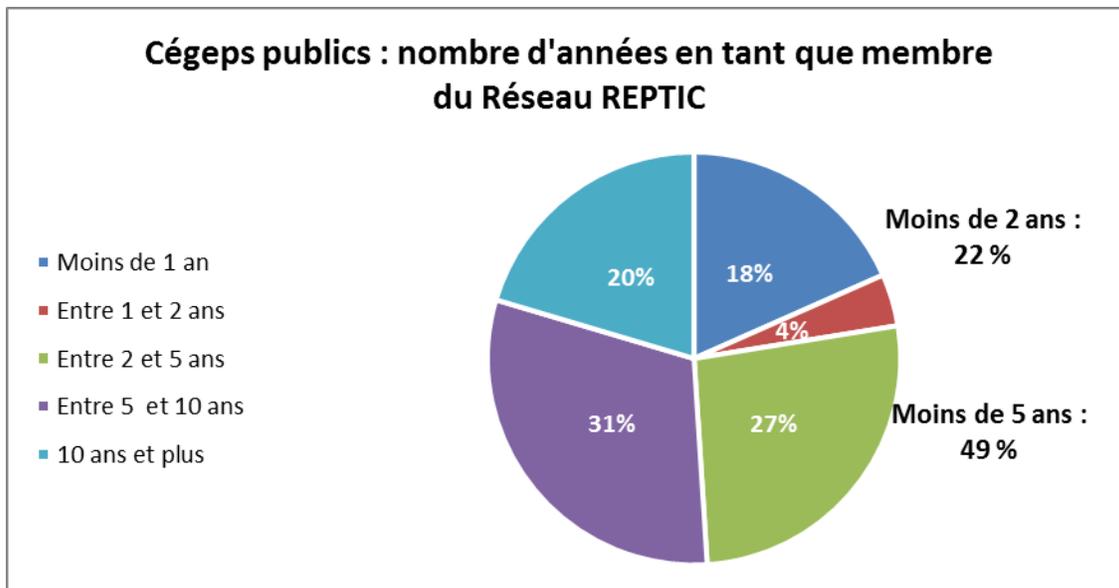- ■ Ne s'applique pas à ma situation

The situation is similar in both private and public colleges: we notice that in 14% of private colleges, the ITREP's workload dedicated to the integration of ICT is less than it was in 2015-2016. The chart highlights the fact that in 87% of private colleges, the percentage of workloads related to ICT is less than 25% of the overall workload.
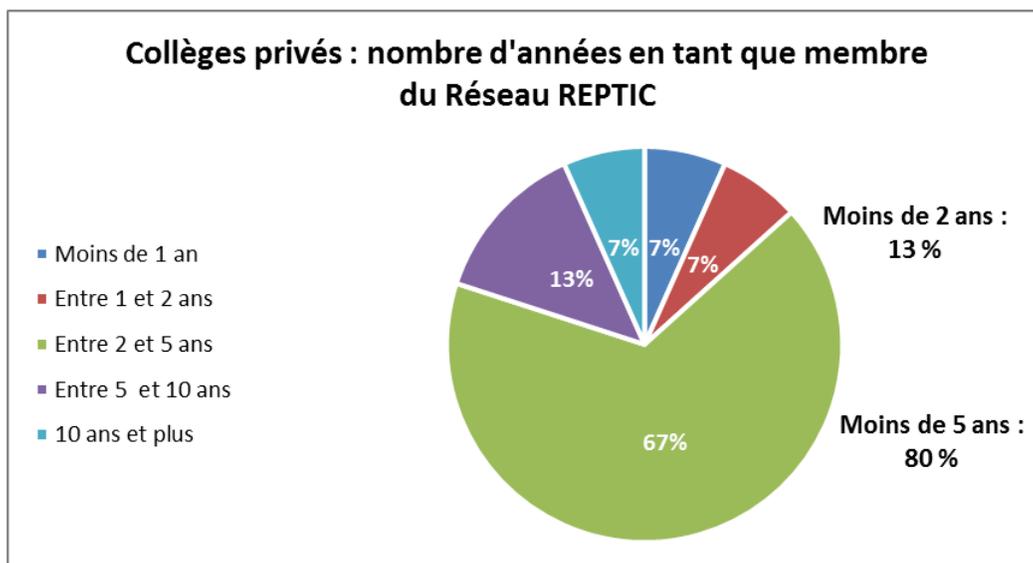
You and the ITREP Network

9. Number of Years as a Member of the ITREP Network

A. Public Colleges

Cégeps publics : nombre d'années en tant que membre du Réseau REPTIC

- ■ Moins de 1 an
- ■ Entre 1 et 2 ans
- ■ Entre 2 et 5 ans
- ■ Entre 5 et 10 ans
- ■ 10 ans et plus

- 18%
- 4%
- 27%
- 31%
- 20%

Moins de 2 ans : 22 %

Moins de 5 ans : 49 %

In CEGEPs and public colleges, half of the respondents have accumulated less than 5 years as ITREPs. Hence the importance of supporting them in the multiple facets surrounding the pedagogical integration of ICT.

B. Private Colleges

In private colleges, 80% of respondents have accumulated less than 5 years as ITREPs.

10. Advantages to Being a Member of the ITREP Network

A. Comments

Survey respondents were unanimous: being a member of the ITREP Network has many advantages. Here they are, summarized in a few statements...

- In my opinion, being a member of the ITREP Network has the following benefits :
  - Collaboration, communication, follow-up, techno-pedagogical promotion and development, not being alone
  - Being part of a community of practice that can help as much in all tasks related to the ITREP as for professional development
  - The availability of tools on the integration of ICT (ICT Profile, CyberSelf.ca)
  - Speedy replies to our "Appeals to All"
- Annual meetings for networking and sharing our skills
- An extraordinary network which allows me to feel supported in my role as an ICT counsellor
- Super networking, monitoring of new developments, mutual help, development of expertise
- Networking! Contact with talented professionals
- Enthusiasm, the strength of sharing, collaboration, pedagogical use of ICT and development of teaching. THANK YOU NICOLE!!!!!

- Being part of a very dynamic community who shares knowledge and new discoveries in the field of Educational Technology.
- The opportunity to be able to call on colleagues and benefit from their experience, advice, etc. In short… sharing.
- Not feeling isolated over here in my college, and learning and sharing with the Network.
- Access to "just in time" privileged information
- Being in contact with professionals who share the same concerns as I do
- Sharing during REPTIC/ITREP meetings, which lead to more consultations with our colleagues afterward - by email if you need an overview from other colleagues or in person if you need more details on specific subjects. The ITREP Network is a wealth of information and is accessible when you have a question or for collaborating on a project. More specifically, REPTIC/ITREP meetings are a great way to strengthen our relationship with our ITREP colleagues from other colleges.
- Feeling supported by a network. We benefit from workshop or training (during network meetings) which we then let our colleagues profit from them afterwards.
- Shared expertise. It is impossible to work on your own in this field … because of the speed at which technology changes!
- An EXCEPTIONAL network (sharing of knowledge and expertise - quick, pertinent answers to our questions). Getting involved in a concerted action related to ICT. A sure way to stay up-to-date.
- Using the mailing list of the ITREP Network, the ability to have "Appeals to All", staying connected through the website and obtaining information and tools linked to my needs, the power of sharing, exchanging and chatting with ITREPs, stimulating exchanges during REPTIC/ITREP meetings, being able to stay up-to-date with what is being done in other colleges, creating contacts, and having the opportunity to work with great people who share the same concerns as we do!
- To benefit from the strength and expertise of a quality network! ☺
- A great source of information on activities taking place in other colleges. Inspirational sharing and a high performance network available to every pedagogical counsellor, whether they are starting out or an expert, which makes it all very interesting!!
- Sharing that is essential and incredible, expertise that we cannot do without, and a collaboration network that is very valuable! To try it is to adopt it!
- Great opportunity to exchange with colleagues, thus avoiding reinventing the wheel each time! ☺
- A source of inspiration
- Mutual support throughout the network, openness for discussion and sharing common concerns. Being connected with my colleagues, especially with one in particular… our network coordinator… simply the best!
- It allows me to find the right documents for my needs and to feel supported in contributing to the decision-making process in my college regarding new challenges linked with the use of ICT in college teaching.
- Great sharing group; as Nicole keeps repeating - 1+1=3!

- A strong network of educators with great knowledge in organizational changes. Also, via "Appeals to All", these educators are an important source for transfer of knowledge, being able to answer tough questions, having worked on similar topics in their colleges. Last but not least, some of these colleagues have become good friends. Thanks to all of them.
- The network has become essential for me because of the networking, a team of amazing colleagues, and access to fantastic expertise!
- Information about the ICT profile and the available videos was good to have.
- Learning from my colleagues from other cegeps.
- Support for ICT Skills - and how to support our teachers support their students.

B. Word Cloud …

Suggestions Regarding the Operation and/or Resources of the ITREP Network

We observe that ITREPs are very satisfied with the current mode of operation of the network, of its coordination and of the resources made available to them. The questionnaire was also an opportunity to make suggestions and proposals. These for sure all being considered!

- Continue and keep the distance learning file going (very interesting and relevant in our college)
- Maintain two in-person meetings per year, the website, the *ad-hoc* thematic exchanges, workgroup notions vs subjects of interest, network animation, distribution list, etc. In a nutshell, the current structure is perfect for my needs and everything is useful, important and essential!
- Looking through the eyes of a pedagogue and mostly working in an environment where institutional choices (made solely by directors) is clearly orienting the integration of ICT, many topics feed my reflections but it is quite often impossible to carry these out in my college. I am not criticizing the ITREP Network; on the contrary, it feeds my critical view towards decisions taken in my college. I foresee an openness as a committee was recently created and I will sit on it (cadre-professional-faculty-support staff). Its mandate will be to monitor, to advise, to analyze needs and make recommendations.
- Keep our amazing coordinator ☺
- I believe all sharing opportunities should be both virtual and face to face. These days, not all CEGEPs have the resources to attend events in person, and offering the ITREPs the choice of how they attend respects each CEGEP's capabilities. More importantly, it will promote and lead blended learning, something many cegeps are working toward implementing at the student/course level.
    - Note from Nicole: starting in January 2017, some ITREP activities will be offered by videoconference. Thanks for your suggestion!
- I like the current format, nothing to change
- I think that this network is very active. I would like to get involved more but the percentage dedicated to my workload is quite limited. I truly appreciate everything that the network provides me for my professional development.
- Thank you Nicole for your great work. If I had more influence, I would say that the work done on our dossiers is important but it does not promote techno-pedagogical innovation and change of practices enough. Keeping in the same vein, rather than putting our eggs in one basket (tablets), we should favour interoperable tools (pc and mobile).
- When we meet in person, it would be beneficial if the networking breaks were more often and lasted longer; this is when I learn the most.
- Would it be possible if, at the beginning of each meeting, we had a few minutes free to speak and invite participants to our workshops? An *Edcamp* format rather than one cast in stone could mean that participants would find something that would match their needs.
- Always offer all workshops by videoconference. Even using the cheapest webcam is better than nothing!

- o Note from Nicole: it was agreed, if the equipment from the hosting college allows it, to offer workshops on presentations by videoconference. Round tables will remain for in-person meetings only, as they are a way to keep exchanges on specific subjects between participants lively.