



Hochschulforum
Digitalisierung

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Monitor Digitalisation 360° 2023/24

Where Are German Universities
Today?

What is the Monitor Digitalisation 360°?

It monitors the **current state of digitalisation in higher education**, focusing on teaching and learning.

It is 360° because it includes the **four key stakeholders shaping digitalisation** in teaching and learning.



The Sample

Survey period: November 2023
to March 2024.

Types of institutions*

57 universities of applied sciences

27 universities

3 universities of their own kind

3 administrative universities

2 art, design & music schools

92 higher education institutions

*Subsequently referred to as universities in general.

Status groups



Students [n=1.084]



University teachers [n=729]



Support services [n=246]

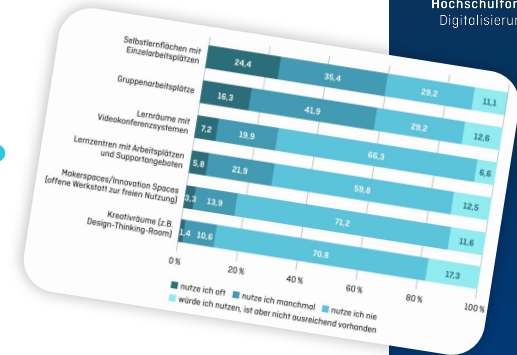


University leadership [n=93]

total [n = 2.152]

approximately 50 percent male, approximately 46
percent female, nearly 1 percent diverse

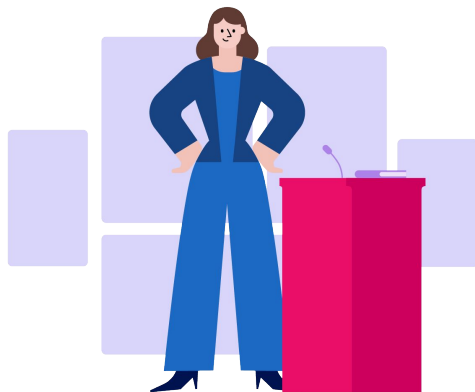
The graphics have
a distinct colour
for each group.



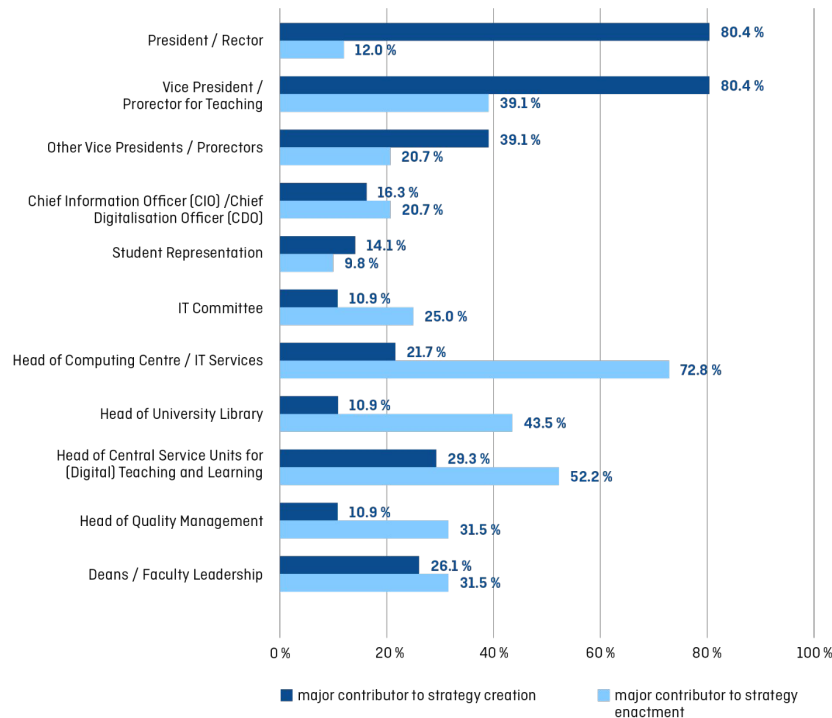
Key results at a glance

1. University leadership continues to advance digitalisation as a strategic topic.
2. The technical infrastructure has improved, but there is a shortage of IT staff.
3. University teachers are motivated to further develop their teaching in the context of digitalisation. When the strategy is known, it is often incorporated in their course planning.
4. Digitally enhanced face-to-face teaching remains the predominant teaching format.
5. Competence-based education methods are not part of strategic discussions, nevertheless they are part of everyday teaching and learning.
6. Students favour tablet computers over smartphones as learning devices.
7. Self-study areas are still in short supply, with not enough being done to address the issue.
8. Faculty leadership is generally involved in institution-wide processes – but does not drive digitalisation efforts.

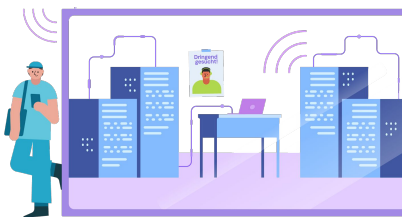
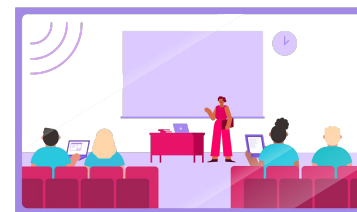
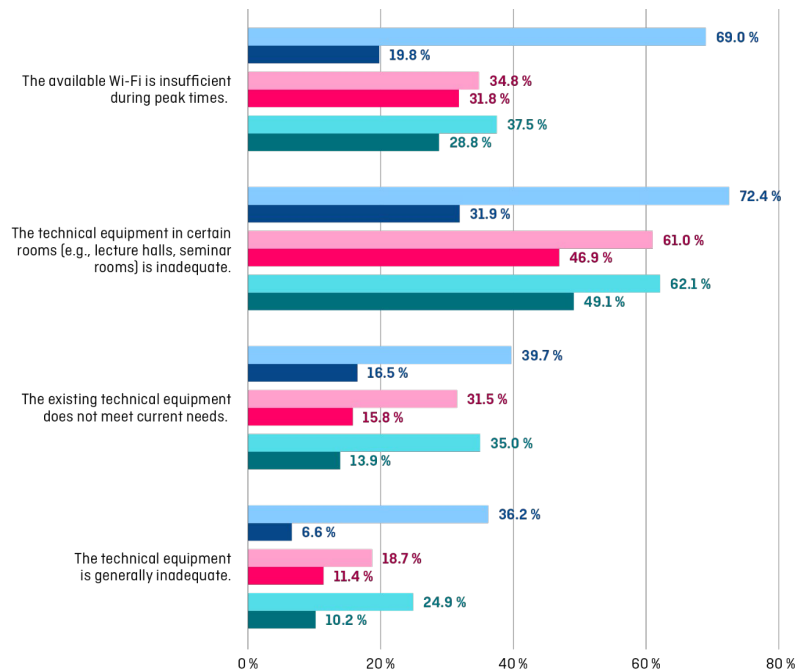
University leadership continues to drive digitalisation as a strategic priority.



? *University leadership: Please indicate which of the following groups and committees at your university are significantly involved in the strategy development and implementation of digitalisation in teaching and learning.*



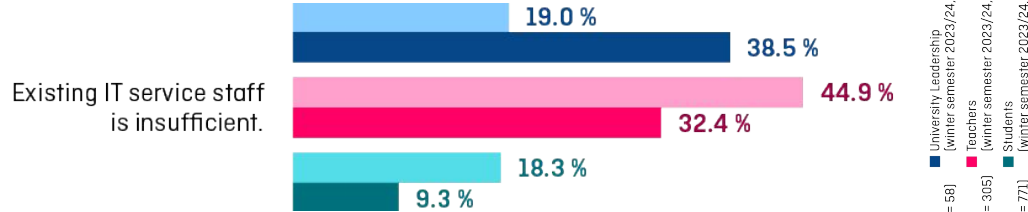
The technical infrastructure has improved...



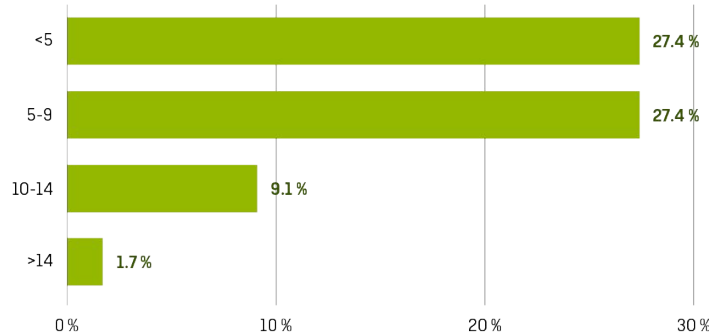
? *What challenges does your university face regarding technical infrastructure for digitalisation in teaching and learning?*

- University Leadership (summer semester 2022, n = 58)
- University Leadership (winter semester 2023/24, n = 91)
- Teachers (summer semester 2022, n = 305)
- Teachers (winter semester 2023/24, n = 695)
- Students (summer semester 2022, n = 771)
- Students (winter semester 2023/24, n = 1084)

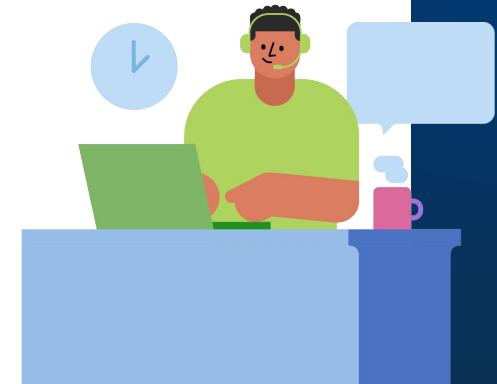
... but there is a shortage of IT staff.



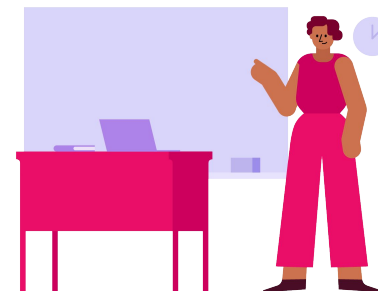
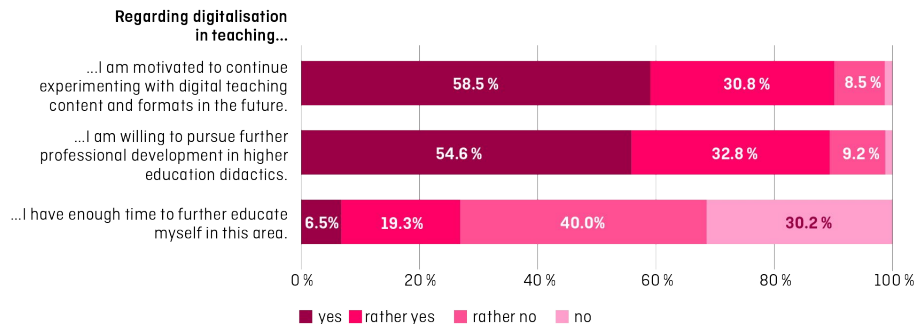
Ⓚ Support: Please estimate the number of full-time positions dedicated to the digitalisation of teaching and learning at your institution. Please convert part-time positions into full-time positions.



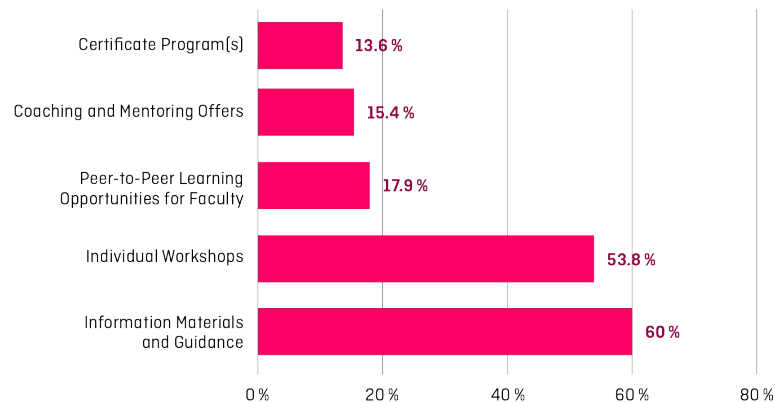
Overall, staffing needs to be improved. About 90 percent of the support staff surveyed said that their organisation had both temporary and permanent positions. This suggests that many digitalisation projects are still financed by third parties, which often leads to precarious employment conditions.



Teachers are motivated to further develop their teaching.

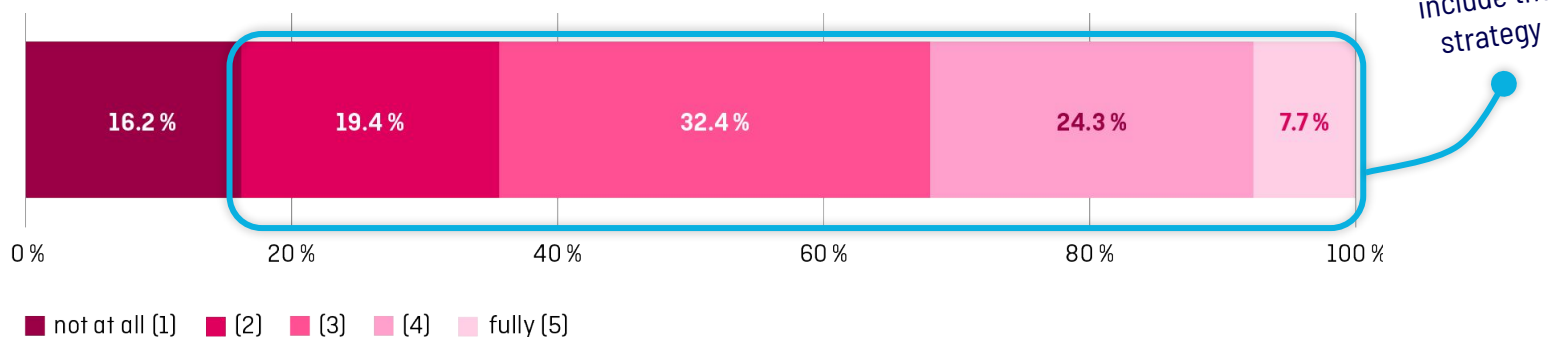


? Teachers:
Which qualification and support offerings
for digital teaching do you use?



When the strategy is known, it is often incorporated by faculty into their course planning.

? Teachers: To what extent do you incorporate the strategy into your course planning?



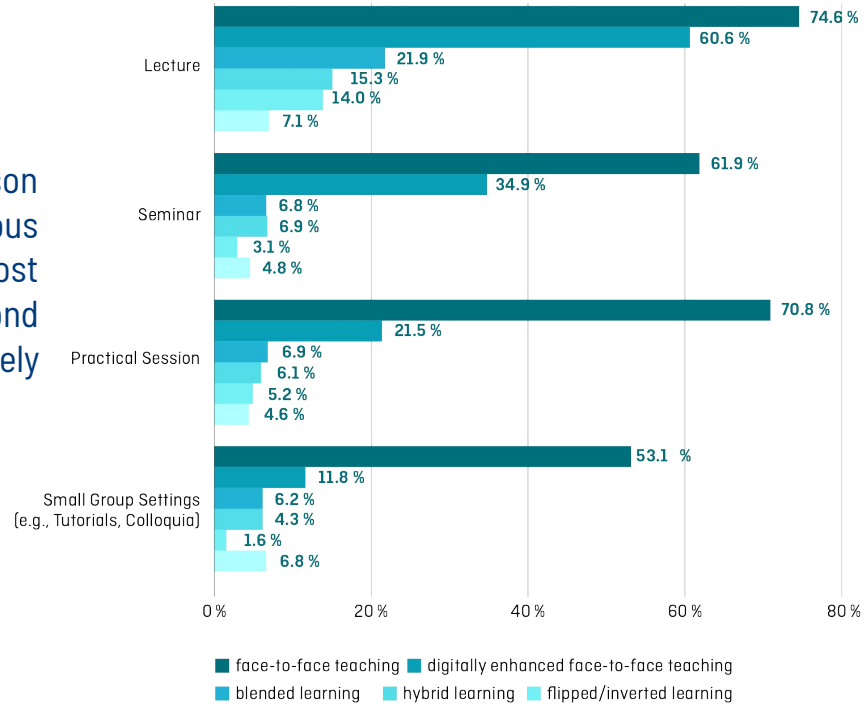
However, communication processes seem to reach only about half of the faculty: 46.5 percent of faculty members are aware of their university's digitalisation strategies for teaching and learning (e.g. as part of the mission statement for teaching, the university development plan, etc.).

Digitally enhanced face-to-face teaching remains the predominant teaching format.

The options to offer "enhanced in-person teaching," "blended learning," and "synchronous hybrid teaching" formats are available at most universities. However, in practice, formats beyond enhanced in-person teaching are still relatively uncommon.



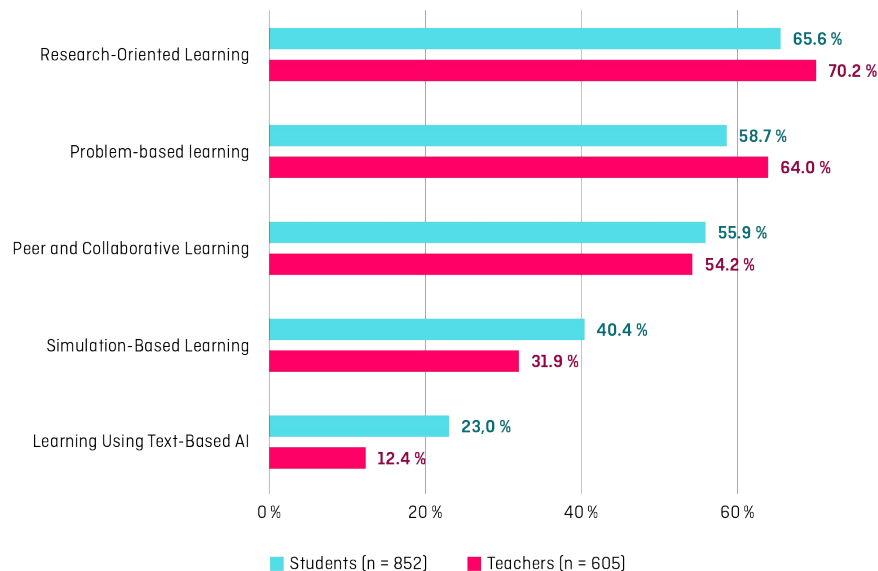
? Students: In which teaching formats do your courses take place in the current semester?



Competence-based education methods are not part of strategic discussions, nevertheless they are part of everyday teaching and learning.

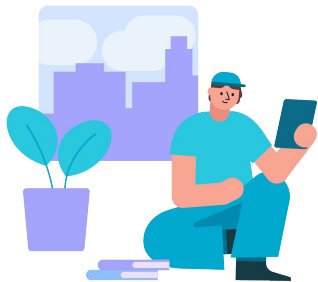
Only 18.5 percent of university leadership indicated that problem-based learning is a topic in strategic discussions. Nonetheless, competency orientation is gaining interest among faculty: 17 percent of faculty reported engaging in professional development on future skills over the past year.

① Teachers and students: Which teaching/learning methods are part of your curriculum?

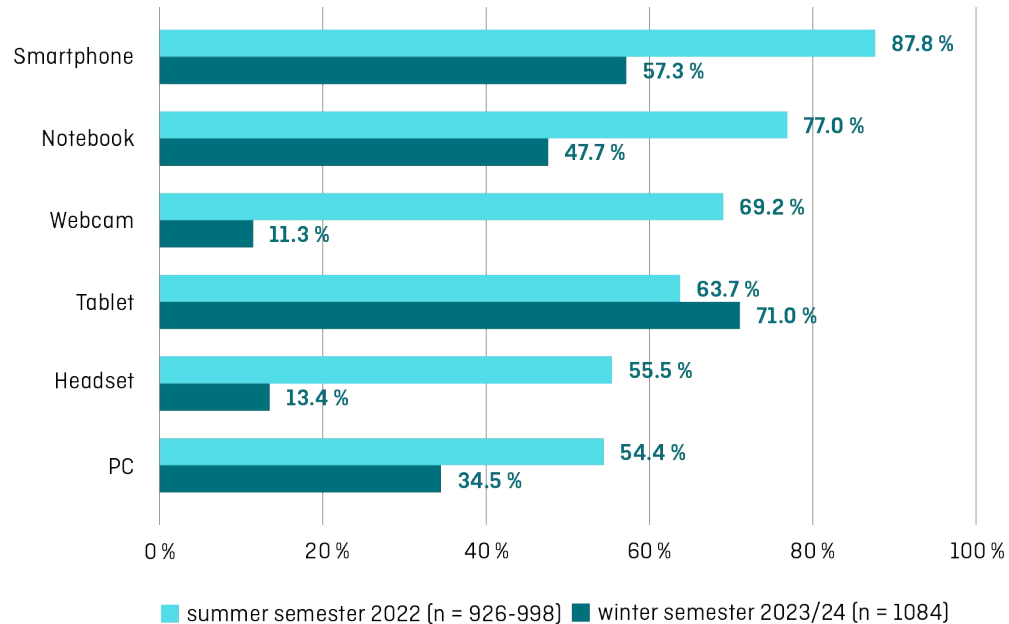


Tablets have replaced smartphones as the primary learning device for students.

Mobile devices such as tablets, smartphones or notebooks offer flexibility for learning in different locations. PCs, on the other hand, are mainly used for course preparation and follow-up work, for example when learning in the library, in media rooms or at home.



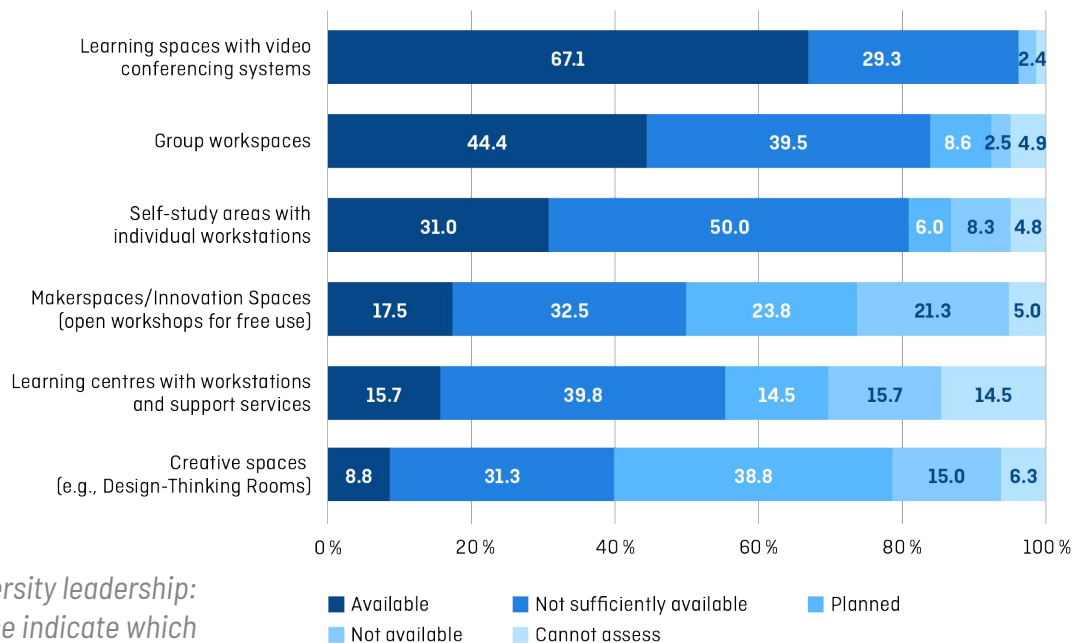
? Students: Which digital devices do you use for your studies?



*For the winter semester 2023/24, the average value was calculated from data for use inside and outside of lectures.

Self-study areas are still in short supply, with not enough being done to address the issue.

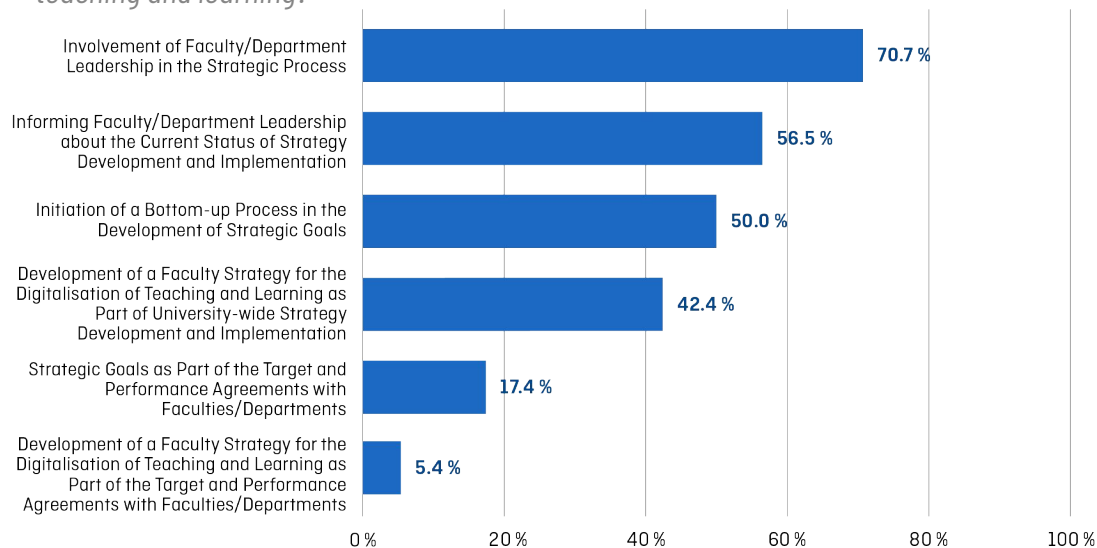
Additionally, innovative learning spaces often go unnoticed and may remain underutilized due to limited visibility. Many students (and lecturers) don't even know that such spaces exist at their institution, making it clear that better visibility and promotion are needed.



? *University leadership: Please indicate which learning spaces are available at your university.*

Faculty leadership is generally involved in institution-wide processes – but does not drive digitalisation efforts.

? *University leadership: How are faculties or departments encouraged to collaborate with university leadership on developing and implementing digitalisation goals for teaching and learning?*



Deans' offices are involved in university-wide strategic processes, both strategically and operationally, though not necessarily in a leading role (see p. 5).

To better embed strategic goals into the teaching practices of departments, deans' offices need to see themselves more as drivers of digitalisation.



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