

# The Office of Open Learning

Annual Report to APC

14 February, 2017

**Nick Baker,**

**Director, Office of Open Learning**



# History of the Office of Open Learning

- A **new** unit reporting to the Vice-Provost, Teaching and Learning
- SPF funding to establish the Office in 2012

‘Responsibility of establishing, co-ordinating and promoting, in a systematic way, the development of online, hybrid, distance and continuing education at the University’

- *SPF Application, 2011/12*



# Directions

- Mainstreaming online/flexible learning
- Building capacity in faculty, enabling new practices
- Sustainable offerings and practices
- Increasing UWindsor quality in online & blended offerings in comparison to other Ontario universities
- Providing more flexible options for *all* UWindsor students



# What does the Office of Open Learning do?

## *All things online!*

- Supports pedagogical innovation, experimentation with tech.
- **Funding** – internal and external grants for online course/program development
- Pedagogical support for **online/hybrid/tech** course and program development
- Instructional design
- Custom course, learning object and media development
- Technology training / support
- Technology infrastructure – emerging technologies
- System admin for selected ed. tech.
- Research and scholarship in online/hybrid learning and teaching
- Making connections across campus and beyond (external collaborations)
- Advocacy – instructor and student needs



**Vice-Provost, Teaching and Learning**

**Director, Centre for Teaching & Learning**

**Exec. Director, IT Services**

**OOL**

**CTL**

**IT Services**

- Specialised ed. development for online
- Custom online course design & development
- Online/hybrid ed. development
- Evaluate emerging tech.
- Ed. tech training / support
- Multimedia production
- Sys Admin: ePortfolios, Bb Collaborate, Echo360
- Limited student support
- BVirtual remote exam proctoring
- Scholarship of Online Teaching (SoOTL)

- Foundational ed. development
- LMS sys. admin.
- LMS training and support
- Ed. consulting
- Learning outcomes consulting
- Curriculum design
- University Teaching Certificate
- Scholarship of Teaching & Learning (SOTL)
- Educational research

- Centralised IT service desk (faculty staff, & students)
- IT support
- Classroom technology support & maintenance
- LMS application programming
- Media & Ed. Tech. team
- Large event support
- Video production
- Video conference support

**Shared responsibility for selection, implementation, management and support of educational technologies**

# **Areas of collaboration: OOL, CTL, ITS**

- LMS (Blackboard) support, management
- Ed. tech. advocacy
- Faculty support for LMS/ed. tech.
- Events and training (conferences, symposia, workshops)
- CTL's University Teaching Certificate
  - OOL team-teaching in Online Education course
- Learning Analytics and Outcomes
- Learning technologies evaluation & implementation



# Definitions

- **Online:** >80% of learning interaction occurs online
- **Hybrid:** 50-80% of learning interaction occurs online
- **Flipped classroom:** most of the learning is intentionally outside the classroom, reserving class time for problem-solving, deep interactions. *May have technology/online learning involved.*
- **Technology enhanced:** significant incorporation of technology enhancing the learning environment
- **Open course:** open enrollment, usually free, usually CC licenced, not for credit, usually online



# On-demand hybrid

- Flexible approach – students choose how they attend class
- 3 modes – in class, fully online, mixed mode
- Scheduled on-campus class, broadcast via Collaborate and usually recorded
- Varies by discipline





# High Impact Educational Practices

- First-Year Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects



# Successes

- Received \$447,300 in SPF funding for two multi-year projects (beginning 2015/16):
  - supporting expansion of online teaching and learning capacity;
  - innovative online advising (in partnership with FAHSS Dean's Office)
- \$990,788 external funding for 18 projects Ontario Shared Online Course Fund (ShOCF)
  - 46 projects submitted, 18 successful
  - Partnered with faculty in Business, Science, Engineering, Nursing, FAHSS, Interfaculty (Forensics, Cross-Border Institute)
  - 14 courses and 4 large Open Educational Resources
- Funded and supported development of 4 online programs  
*International Baccalaureate Educators Certificate* (Fac. Ed.),  
*Certificate in Border Management* (Cross Border  
Institute/Interfaculty), Grad. Dip. *Online Pedagogies* (Fac. Ed.), *CA (Accounting) Pathway* (Business)



Year	Project title	Budget	Faculty	Department	Project type
2013	CA Pathway Non-Accounting Course Development	\$30,000	Business	Biology	Program
	Certificate of Pedagogy in Online Learning	\$25,000	Education		Program
	Concept-based learning objects in Microbiology distance education	\$10,000	Science		Resource
	New Media Studies	\$10,000	FAHSS	Communication, Media and Film	Course
	Revisiting the history of crime	\$10,000	FAHSS	History	Course
	Introductory Psych I & II	\$10,000	FAHSS	Psychology	Resource
	Online & Hybrid Course Development in Business	\$10,000	Business	Finance and Management	Course
	Developing undergraduate online courses in astronomy	\$10,000	Science	Physics	Course
	ePortfolio Project (VABE)	\$3,000	FAHSS	VABE	Resource
	ePortfolio Project (SACI)	\$3,000	FAHSS	SOCA	Resource
	ePortfolio Project (Law)	\$3,000	Law	Clinic Law	Resource
2014	Blended and Online Course Development for Border Management and International Trade Program	\$50,000	Interfaculty	Cross Border Institute	Program
	International Baccalaureate Teaching Certificate	\$50,000	Education	Various	Program
	Course Development of Remaining B.Comm Required Courses	\$15,000	Business		Program/ course
	From Workshop to Museum: transforming the History Workshop into a blended course in Public History	\$10,000	FAHSS	History	Course
	Improving Learning and Assessment in Introductory Psychology: An Integrated Online Approach	\$5,000	FAHSS	Psychology	Resource
	Tests and Measurement (online, hybrid)	\$10,000	FAHSS	Psychology	Resource
	Introductory Psychology II (Online, hybrid)	\$5,000	FAHSS	Psychology	Resource
	Implementing Online Teaching and Course Delivery for the MSW and MSW Field Integration Seminar (570) and Advanced Internship Seminar (680)	\$10,000	FAHSS	Social Work	Course
	Building Information Technology: Tomorrow's tool for Today's students	\$10,000	Engineering	Civil and Environmental Engineering	Course
	Creative Problem Solving (for all)	\$10,000	Engineering, Business, FAHSS Science	Various	Course
	"Get-Set-Go": A new blended pedagogical approach to empower international Student success	\$5,000		MMBS	Resource
	Integrating ePortfolios into Undergraduate Engineering Programs	\$3,000	Engineering	Various	Resource
	UWill Discover! The First Annual UWindsor Undergraduate Research Conference	\$10,000	Outstanding Scholars	Various	OOO / resource
Total Funding Committed		\$317,000			
Total courses developed / redeveloped		50			
Courses impacted		Approx. 56			
Approx. # students impacted		7,115			

## External grant funding 2014-2016

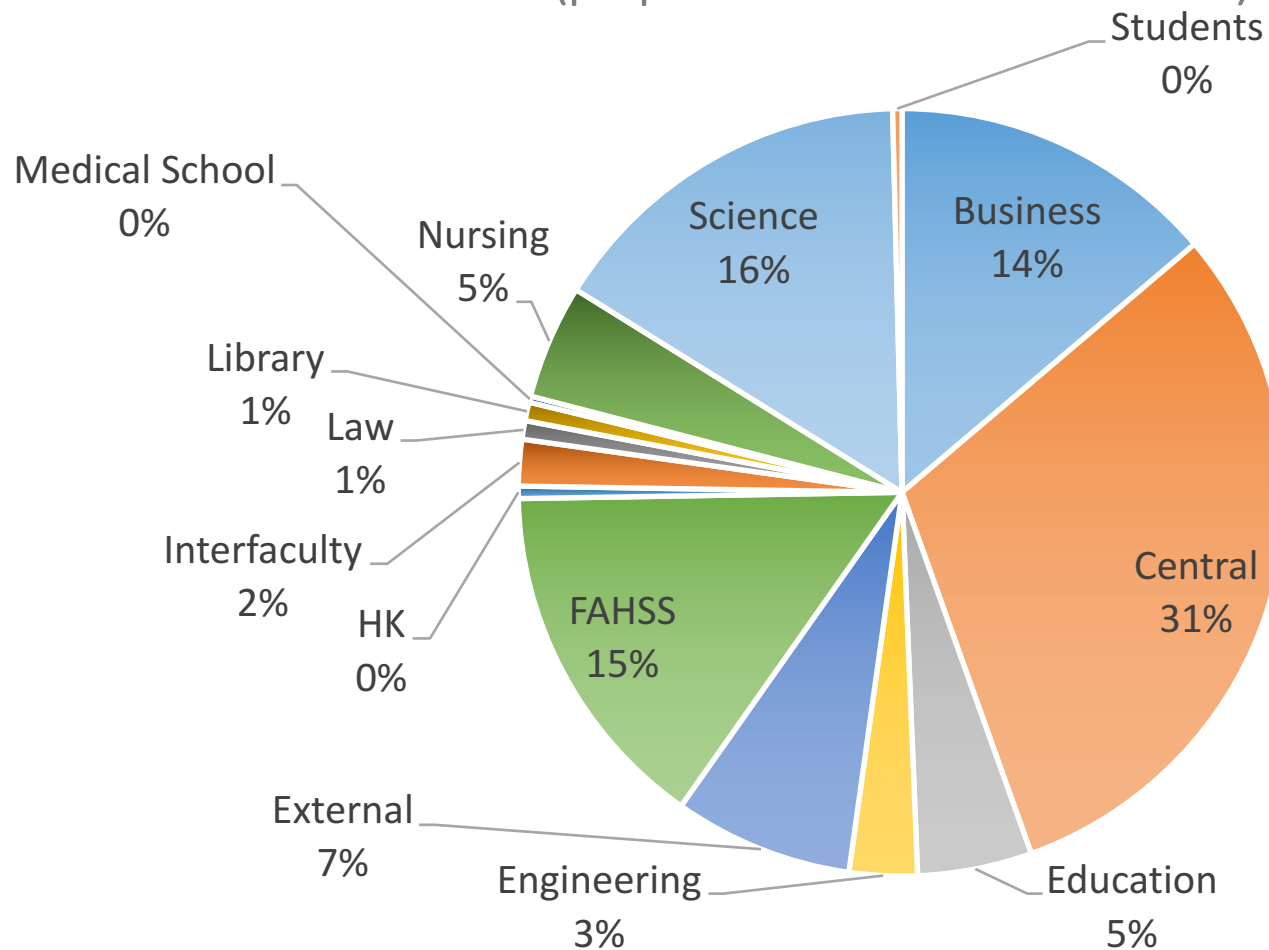
Year	Funding source	Project title	Budget	Collaborators
2014	PIF	Navigating Large Foundational Classes	\$349,925	CTL, Office of the Provost
2015	Shared Online Course Fund (ShOCF)	Advances in Human Identification	\$74,900	Interfaculty / Forensic Science
		New Perspectives in Forensic Evidence Analysis	\$74,900	Interfaculty / Forensic Science
		Introduction to the Science of Quality Improvement	\$ 33,000	Nursing
		Climate Change Adaptation for Engineers	\$74,000	Engineering
		Issues in Clinical Health Research	\$60,100	Nursing
		Graduate Approaches to Qualitative Research	\$71,400	FAHSS / Nursing / Grad Studies
		Chemistry for a Sustainable World	\$60,000	Science / Chemistry and Biochemistry
		Web-Based Data Management	\$63,500	Science / Computer Science
		Introduction to Customs Compliance	\$63,650	Interfaculty / Cross-Border Institute
2016	Shared Online Course Fund (ShOCF)	Principles of Clinical and Epidemiological Research Design	\$63,650	Nursing
		Health Economics	\$ 32,460	Science / Economics
		Rearranging and Solving Equations: An open access resource	\$ 39,350	Science / OOL
		Physics and Society: The Present	\$40,406	Science / Physics
		Virtual Tool Kit for Transfer Student Success	\$54,482	FAHSS
		Introduction to Supply Chain Management	\$50,460	Interfaculty / CBI; Business
		Writing Skills for Human Service Professionals	\$32,860	FAHSS / Social Work
		Bioterrorism, Food and Environmental Forensics	\$50,070	Science / Forensics
		Forensic Medicine: Toxins and Pathology	\$51,600	Science / Forensics

# Instructor support and development

- 780 individual and group consultations
  - over 940 hours of consultations
- Developed 2-day intensive *Online Course Design Institute*
  - Two offerings at UWindsor (29 unique participants); 1 at St Clair College (24 unique participants + waiting list)
- 22 workshops offered
- Delivered multiple customised sessions in 5 faculties
  - 20 custom workshops in departments and faculties (est. 200 participants)



# Consultations by area (proportion of total consultations)

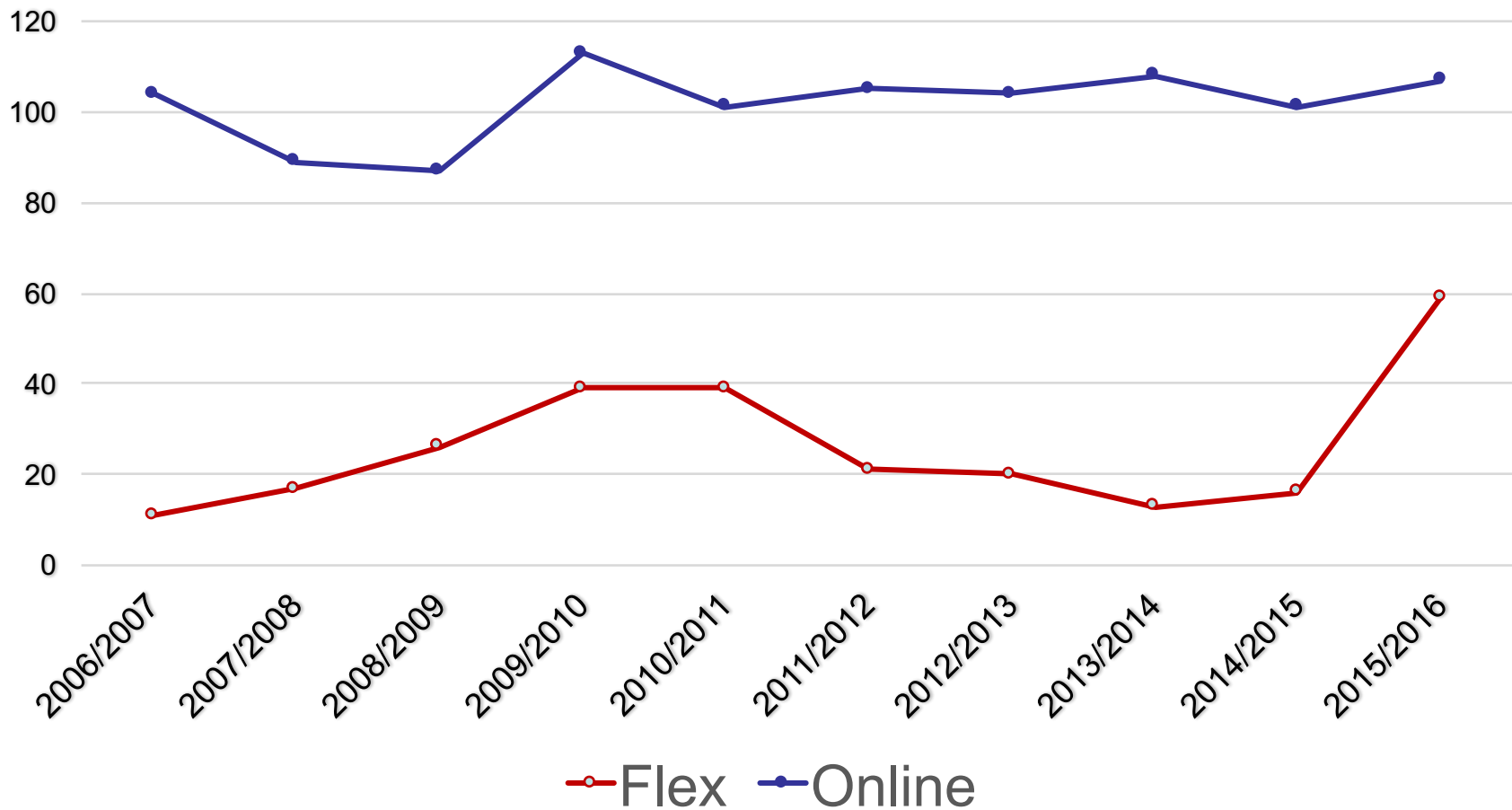


# ePortfolios

- Faculty / student support and training for WordPress / Bb ePortfolios
  - 14 workshops delivered to over 800 students
  - 6 departments/programs + Outstanding Scholars
- All new engineering students now develop an ePortfolio (Blackboard Portfolios)

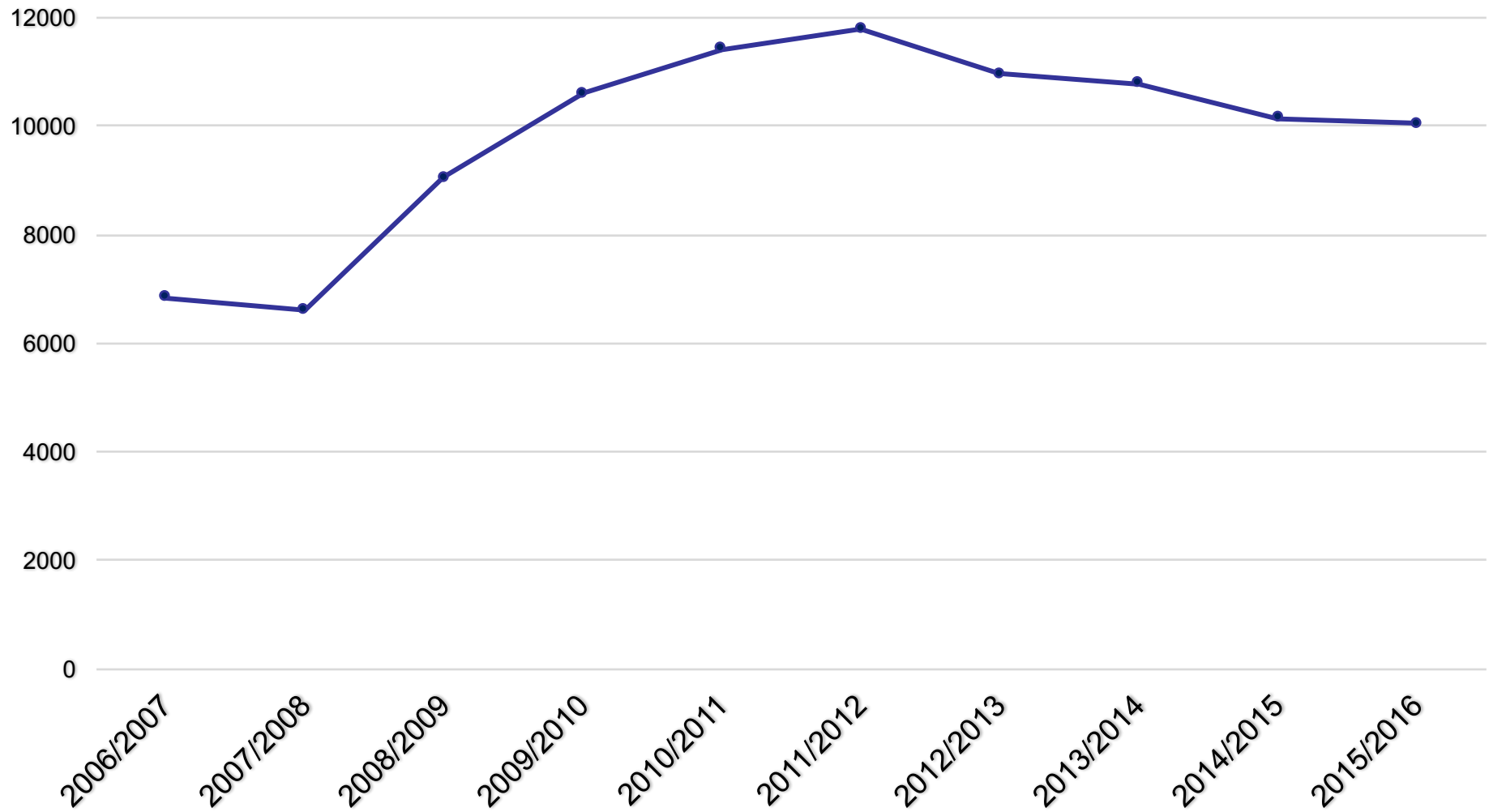


# Online and hybrid courses by academic year

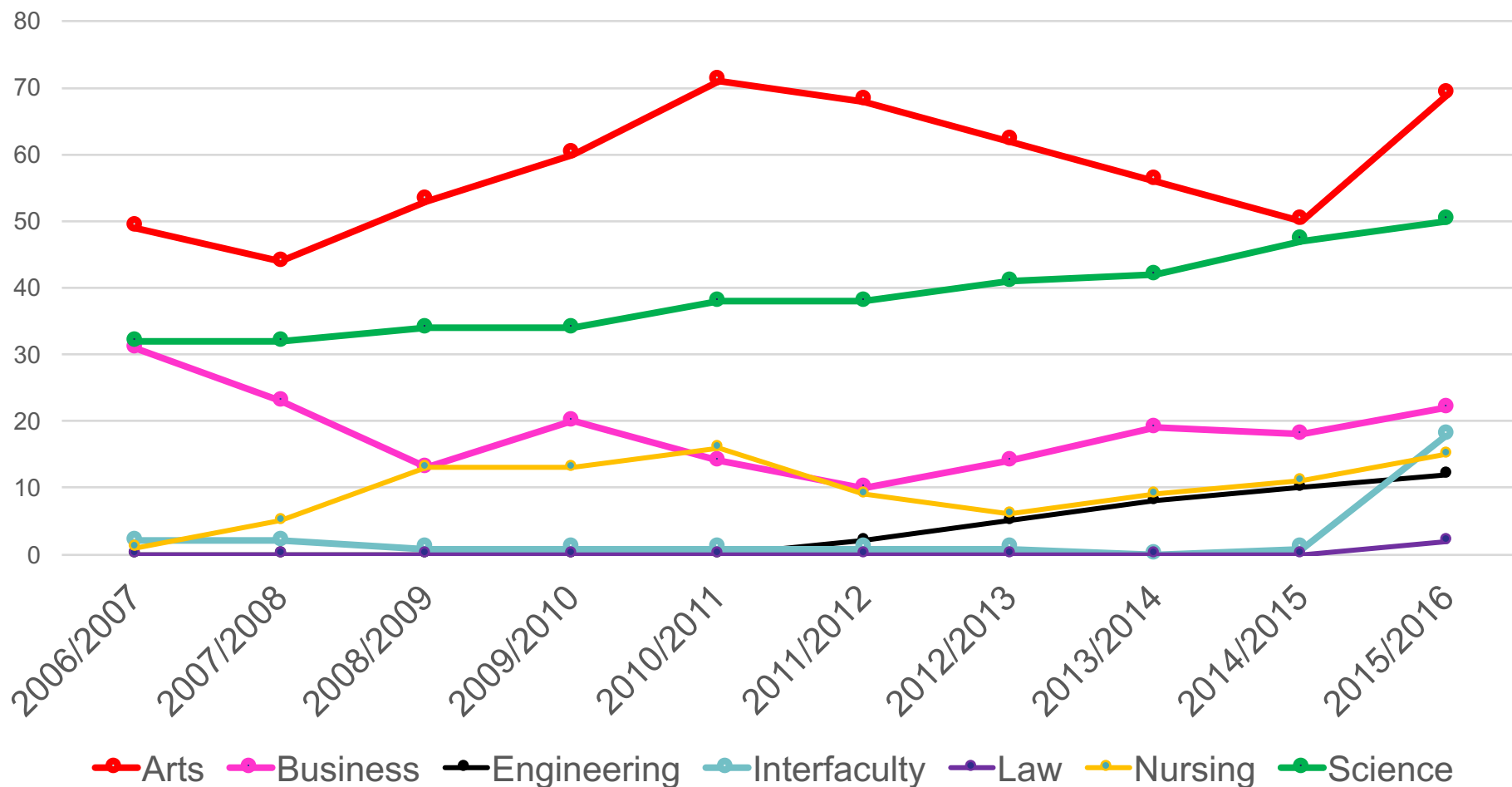




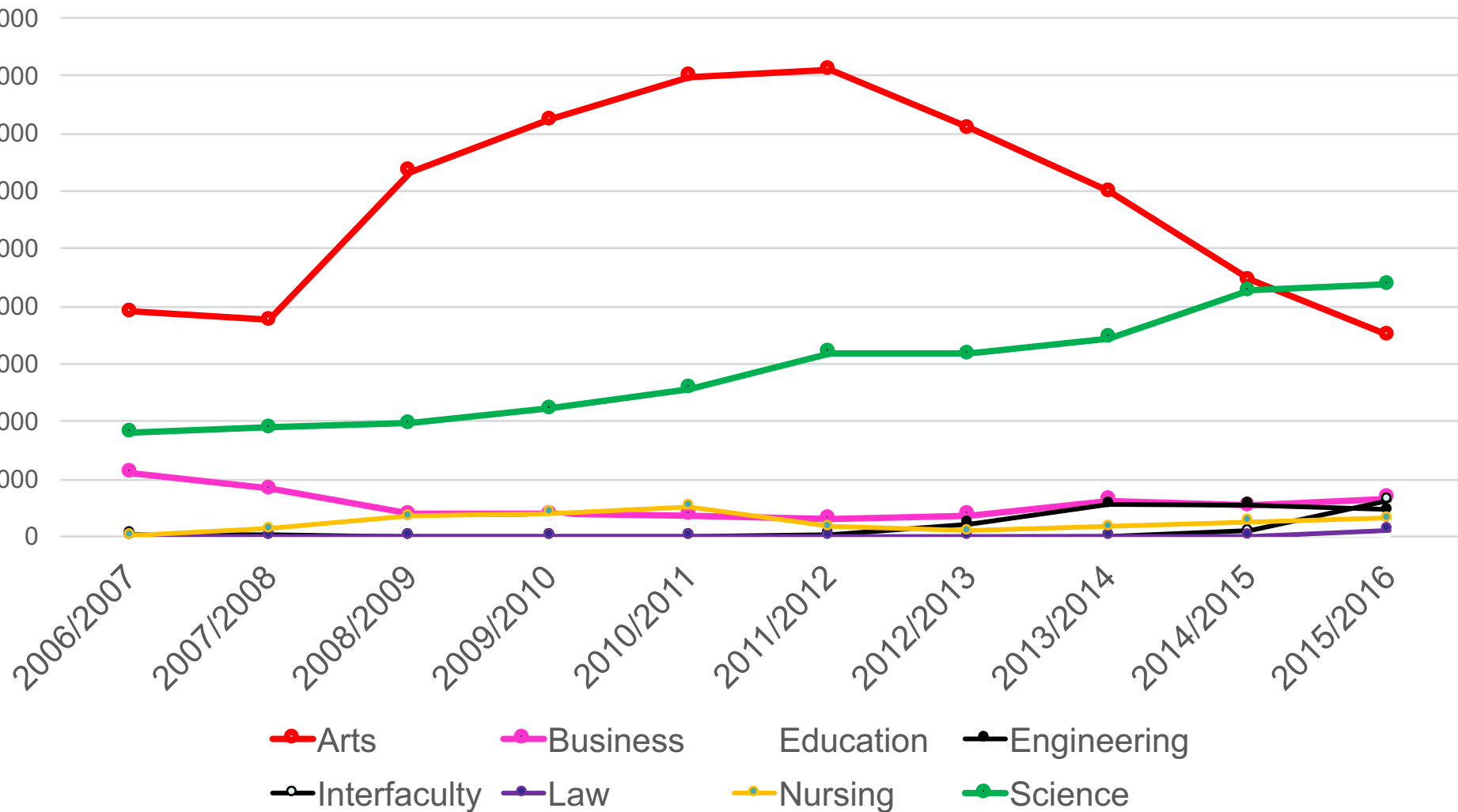
# Online and hybrid course enrollment



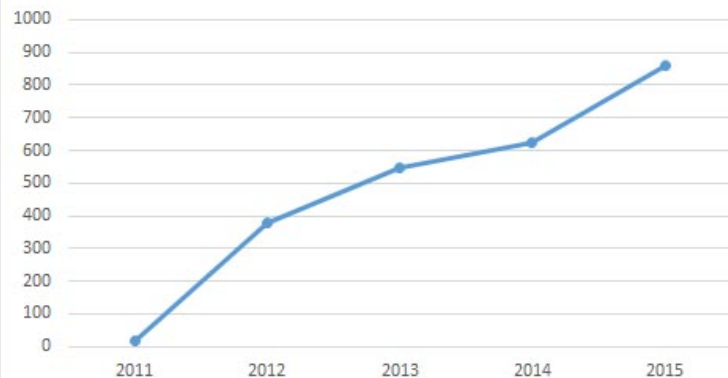
# Number of online and hybrid courses offered by faculty and year



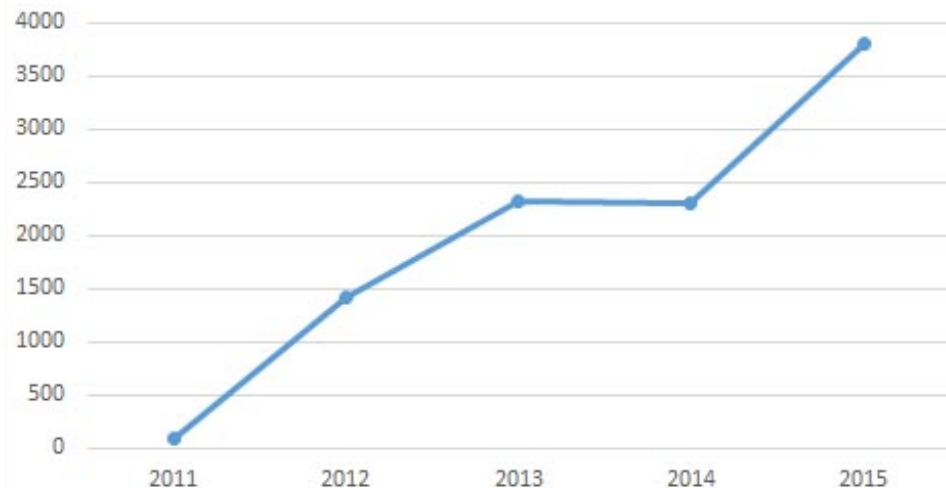
# Number of online and hybrid course enrollments by faculty and year



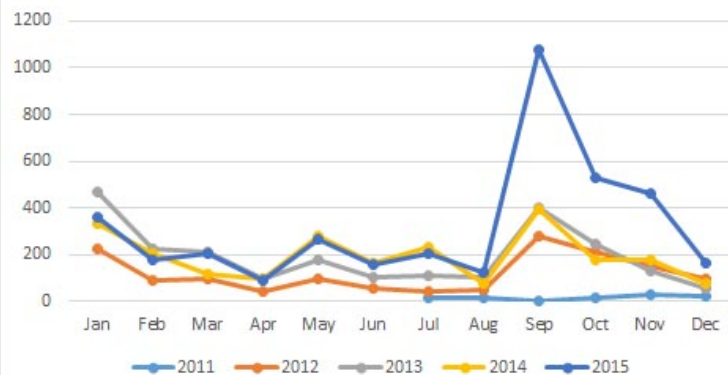
### Total Virtual Classroom Recordings by Year



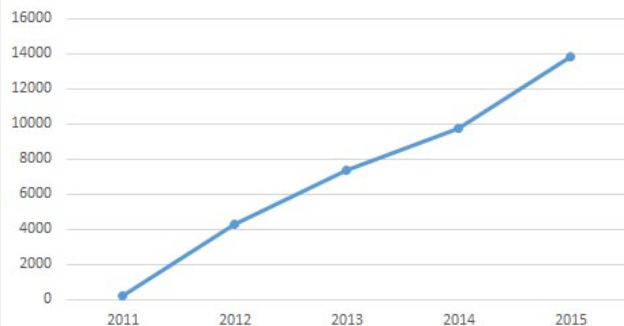
### Total Virtual Classroom sessions per year



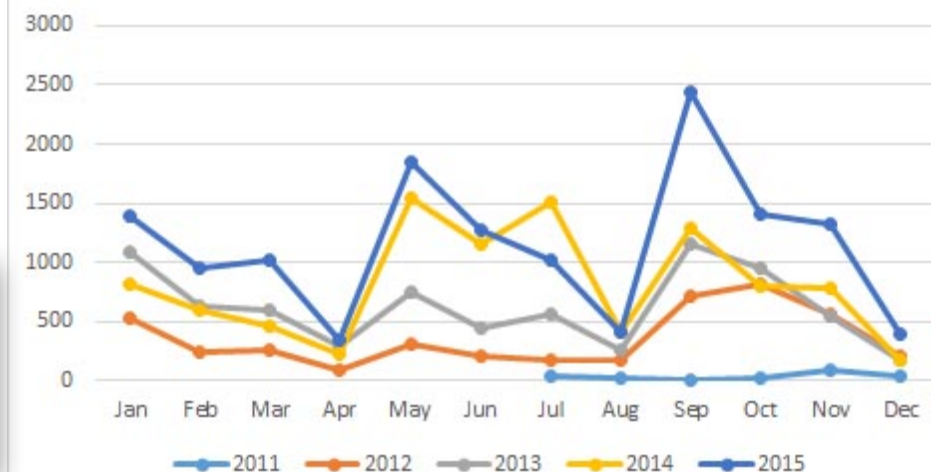
### Total Virtual Classrooms opened per month



### Growth in Virtual Classroom Users by Year



### Unique Virtual Classroom users per month



# Key activities

- Continued work on multi-year projects funded by OOL's *Strategic Online Development Grants*,
  - Online, hybrid and open courses/programs
  - Approx. 50 courses developed, redeveloped, or enhanced through these grants so far
- Developed a new 'on-demand hybrid' delivery mode to enhance flexibility for students (deployed in Business, Economics, Nursing, English)
- Worked on approximately 65 courses
- 34 students employed as partners in course development



# Forensic Medicine

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[System Admin](#)

Course Home Page

Edit Mode is: ON

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- ▼ OOLC16-8 (Forensic Medicine: Toxins and Pathology)
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A collage of forensic investigation images featuring yellow crime scene tape with the text "CRIME SCENE DO NOT CROSS". The images include students in white lab coats working outdoors, test tubes containing red liquid, a diagram of the human digestive system, and bottles of toxic substances labeled with skull and crossbones.



# Climate change hydrology for engineers

## Preview Survey: Access to Blackboard

### Survey Information

Description I want to see if everyone of you receive announcements from Blackboard site for the course.  
Thanks,

#### Instructions

Multiple Attempts Not allowed. This Survey can only be taken once.

Force Completion This Survey can be saved and resumed later.

### Question Completion Status:

#### QUESTION 1

Did you receive the announcement?

- ☐ Yes  
☐ No

#### QUESTION 2

Are you attending the first class in Room 2012 CEI during 6.00-8.00 pm on Wednesday, Jan 13, 2016?

- ☐ Yes  
☐ No

Click Save and Submit to save and submit. Click Save All Answers to save all answers.

Save All Answers

Save and Submit

## Introductory Video

Here is a video (7:08) that introduces your instructor and the course.



University of Windsor

# Bioterrorism – OER use



## Module 8: Emergency Preparedness and Response



**John McQuiston**

Special Bacteriology Reference Laboratory

### CDC Laboratory Science: Mission Critical

Duration: (3:36)

User: n/a - Added: 04/11/15





# Lightboard

$$\underline{3x^2 - 11x + 6 = 0}$$

$$+ -11$$

$$x \ 3 \cdot 6 = 18$$

$$\begin{array}{c} \cancel{+18} \\ \textcircled{-2, -9} \\ 3, 6 \end{array}$$

$$-2 - 9 = -11$$

$$3x^2 - 11x + 6 = 0$$





$$3x^2 - 2x - 9x + 6 = 0$$



# Equations open access module

**Practice Questions**

**Level 3**



**1** Solve the following equation for y:  
$$3(y + 1) = 2(y - 4)$$



**STEP 1 of 3:**  
Expand the terms on both sides  
$$3*y + 3*1 = 2*y - 2*4$$
$$3y + 3 = 2y - 8$$


Show Step 2?

Get a Hint

Similar Video



Select an answer then click the question mark










# Writing skills for human services professionals open access modules

 Module 1: Writing Reports, Evaluations & Funding Requests



OOLC16-2 (Writing Skills for Human Services Professionals) 

**Module Content**

Welcome


Module 1: Writing Reports, Evaluations & Funding Requests

Module 2: Writing Notes about Clients


Resources

**Tools**


Help




## WRITING SKILLS FOR HUMAN SERVICES PROFESSIONALS



### Module 1: Writing Reports, Evaluations & Funding Requests



#### Module 1: Writing Reports, Evaluations & Funding Requests



Click on the title to enter Module 1

Human services workers such as social workers, child and youth workers, psychologists, special education resource workers, and health care professionals, must assess service needs, recommend service provision, and request funding. This requires writing skills, which are often unmentioned in their educational preparation. While all professional writing should display appropriate grammar and composition, it also requires further strategies for effectively writing reports, evaluations, and funding requests.

**Learning Outcomes**

At the end of this learning module, you will be able to:

1. Identify strategies for effectively finding and managing literature and resources that provide evidence supporting the purpose of the manuscript.
2. Communicate the purpose for a manuscript and organize the manuscript to accomplish the purpose.
3. Critically analyze and synthesize information from multiple sources.
4. Persuade others to follow recommended ideas or actions.
5. Demonstrate effective writing and editing skills.



# Educational technologies

- Partnered with CTL and ITS on implementation of Blackboard Learn
  - **Co-funding Blackboard licence with Admin/ITS**
  - Beginning implementation of Blackboard Outcomes and Analytics packages
- Expanded ePortfolio use from a pilot in one department to 6 departments and faculties
  - **Funded fully by OOL**
  - 1,500 portfolios
- Transitioning Echo360 to new Active Learning Platform
  - **Funded by OOL**
  - Student co-pay



# Key activities cont'd

- Worked with the Provost's Office on development of the new Digital Learning Resources fee policy
- Conference hosting
  - Ontario Council on eLearning (OUCeL)
  - Partner with CTL, Provost's Office, and St Clair College on National Educational Developers' Caucus conference
- Supporting external accreditation
  - Met with accreditors, provided data, pedagogical support in preparation etc.
  - Engineering, Business



# eCampus Ontario

- Director is member of eCampus Ontario Board of Directors and Portal Committee
- OOL manages institutional eCampus presence and data
- Liaison and management of eCampus grants



# Service to campus and beyond

- Supported 10 conferences/events
  - Committees, funding, social media hosting
- 27 internal committees and working groups
- 14 external committees and working groups



# Challenges

- Space
  - Lack of space restricting hiring and efficient course / media production
- Staffing:
  - Missing key skills in two areas (educational graphic design; web-development/web media)
  - Reliance on short-term contract hires and student labour to develop complex, high-profile projects





# Challenges

- Faculty / student support
  - Lack of after hours support for faculty / students in live online or hybrid classes
  - Lack of dedicated academic and technical support for online students
- Implementation of Blackboard Learn (in partnership with ITS and CTL) with limited resources
  - Additional staffing needed



# Challenges

- Institutional definitions of teaching modes
  - Process for identifying actual teaching mode of courses is inconsistent
  - Delivery mode is not defined to students and faculty
- Inconsistent quality of course/program information publically available online
  - Problematic for potential off-campus students
- Wireless internet access
  - Low capacity limits possibilities in hybrid or technology-enhanced courses



# Looking forward



- eCampus Ontario next round of funding
- Partner with faculty and the Library to produce open access textbooks and other Open Educational Resources (OERs)
- Begin process of developing new space for OOL
- Visiting fellows in online and open learning
- Launch the *Alan Wright Award for Exemplary Online and Technology-Enhanced Teaching*
- Seek opportunities to grow innovative programming
  - sub-degree, laddered credentials and continuing education programs



# Looking forward

- Implement new project management approach
- Measuring impact
  - Collect more systematic data
  - External review
- Experiment with / evaluate emerging learning technologies
- Plan *Online and Technology Enhanced Teaching and Learning Symposium*
- Transition budget / staffing to sustainable model

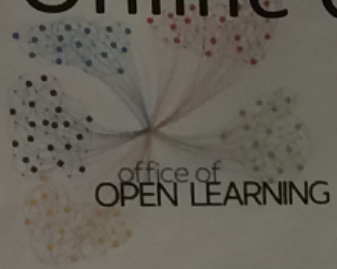


# Recommendations

1. Develop official institutional definitions of different teaching modes (e.g. on-campus, off-campus, hybrid, on-demand hybrid, fully online, flipped) and examine workflow for collecting and displaying information on course delivery mode through the course proofs and course calendar population processes
2. Explore options for expanded institutionally consistent course information available online
3. Address inconsistency and inequality in Senate By-Law 51 (SBL 1.5.1) that allows a single evaluation piece to be worth the entire grade in 'distance education' courses (*"With the **exception of distance education courses**, grading policies that effectively allow a single evaluation procedure to be worth the entire course (i.e., a student who fails this assignment fails the course, regardless of the total grade received for other assignments), are not permitted"*).



# Online Community of Practice



office of  
OPEN LEARNING



Erie Hall 1114  
12pm- 1pm

## Questions?



University of Windsor