

5.6.1: **Office of Open Learning Annual Report (2019-2020)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

1. Executive Summary

A. Introduction

The Office of Open Learning (OOL) provides leadership in the design, development and delivery of high-quality online, open, and hybrid learning opportunities for all learners. OOL fosters a teaching and learning environment that provides the tools and policies necessary to empower educators and learners to achieve their aspirations for innovation, excellence, impact, and openness. Underpinned by scholarly practice, we advocate for, explore, and implement the emerging technologies our institution needs to be on the leading edge of educational innovation.

The mandate of the Office of Open Learning is to:

- Provide support and professional development for instructors of online, open, and hybrid learning and teaching through formal and informal development opportunities
- Use an iterative instructional design process underpinned by scholarship, accepted quality standards, and a commitment to accessibility and openness in all learning designs
- Work collaboratively with faculty and students to design, develop, deliver, evaluate and iterate high-quality, engaging, media-rich learning environments that respect the diverse disciplinary cultures and contexts of the University's faculty and students
- Provide rapid eLearning multimedia production services, including emerging techniques such as 360-degree video, immersive learning environments, simulations, augmented and virtual reality, and custom learning objects
- Provide a comfortable, safe and supportive environment in which faculty can explore innovations in technology, pedagogy and curriculum
- Provide faculty and student support for adoption and implementation of emerging educational technologies
- Obtain funding for research and development of online and open learning environments
- Provide project management of online teaching and learning grants and projects
- Assist faculties and departments to design, develop, and increase enrolment in innovative, high-quality online, hybrid, and open courses and programs
- Support faculty in scholarly teaching practice, educational research, and embedding high impact practices in online, hybrid and open courses
- Champion the adoption, adaptation, and development of Open Educational Resources (OERs), including open access texts, simulations, and other learning tools
- Continuously evaluate the needs of online and hybrid learners and educators for highly reliable, usable, and accessible educational technologies, and collaborate with appropriate campus partners to meet those needs
- Expand the boundaries of teaching and learning practice, including emerging educational technologies, pedagogies, and credentialing practices, and provide evidence-based consultation and advice to faculty on their adoption
- Enhance the University of Windsor and OOL's profiles as provincial, national, and global leaders in the design and delivery of online education, the Scholarship of Online and Open Teaching and Learning (SoOOTL), and open educational practices

B. Goals and Objectives of Reporting Year

Supporting and enhancing quality online, technology-enhanced, and open teaching and learning

1. Champion the use of Open Educational Practices (OEPs) including creation and use of Open Educational Resources (OERs) and zero cost resources and in all teaching contexts
2. Map availability of OERs for major programs on campus and make those available to support adoption in courses and programs
3. Expand Supplemental Instruction (PALS) into new disciplines and courses, and at the graduate level
4. Partner with stakeholders across campus to develop definitions of course delivery modes congruent with provincial and national reporting requirements and support change management for course data collection workflows
5. Continue to partner with faculties, departments, and individual faculty members to expand open, online and hybrid offerings and enrolments to meet the SEM Plan and SMA3 targets
6. Continue to evolve the Certificate in Online and Open Learning (COOL) to serve multiple audiences
7. Contribute to the evolution of teaching practice as members of the Student Evaluation of Teaching (SET) Taskforce

Exploring emerging and innovative technologies to enhance teaching and learning

1. Continue to expand ePortfolios for all students, including upgrading infrastructure and expanding support, to support SMA3 targets
2. Explore opportunities for microcredential pilots, and work with stakeholders to develop a framework for identifying and offering microcredentials systematically in credit and non-credit contexts
3. Explore opportunities to pilot a Domain of One's Own project
4. Continue pilots with Pressbooks (open publishing tool), Zoom (hybrid video/web conferencing system), H5P (accessible interactive learning objects, and Mukurtu (indigenous content management system)
5. Work with eCampus Ontario to pilot an open LMS
6. Explore options for a robust online assessment tools ecosystem, including transitioning Examity live online exam proctoring system to a new contract, and gather requirements for other services that may be needed (e.g. digital exam creation and delivery tools, assessment distribution infrastructure, lockdown browser tools)
7. Support the rollout of *Equatio* and *Read&Write* accessibility tools in collaboration with OHREA and Student Services
8. In collaboration with CTL, pilot *Mobius* in Mathematics and Statistics
9. Explore options for video asset management and personal video capture tools
10. Continue to support core educational technologies, including Blackboard Collaborate Ultra, and WordPress ePortfolios
11. Work with broad range of stakeholders including CTL, ITS, Facilities, Classroom Prioritization Committee, student representatives, and others in ongoing work to champion contemporary evidence-based learning space designs that enhance flexibility and support multiple pedagogical choices, provide reliable access to educational technology, and help to facilitate active and technology-enhanced learning

Evolving and enhancing the OOL to better support the campus community

1. Complete move and renovations to new space in the Centre for Engineering Innovation
2. Secure commitment to an appropriate permanent space that is fit for purpose and serves the campus community's needs for educational multimedia, including a rapid eLearning studio/design space and active learning workshop space, sound recording and podcasting spaces
3. Update and offer small internal grants to support online, technology-related and open projects with a focus congruent with institutional and provincial priorities, including contributing to SMA3 and enrollment targets
4. Increase staffing capacity to support campus needs for OOL services in key skill areas

5. Develop a new conference to run every second year that is focused on online, open, and technology-enhanced teaching and learning issues
6. Launch new OOL website, including a showcase for Open Educational Resources (OERs) created by UWindsor faculty, staff, and students
7. Continue to explore meaningful engagement in indigenization and decolonization of curricula, practices, spaces, and technologies
8. Continue to develop opportunities for meaningful student collaborations and experiential learning to support innovation in online, open, and hybrid learning programs

C. Successes

Supporting the rapid transition to online teaching and learning

The pivot to online learning and teaching

- Held face-to-face drop-in sessions in faculty building across campus 7-days a week in the lead up to the campus transition to remote working
- Developed and delivered a new intensive 5-day course to introduce instructors to online teaching and learning, which were offered 8 times to 173 participants; the Foundations of Online Teaching stream, created as a response to COVID, had 892 registrants; 2,077 registrants in other workshops during the reporting period.
- Offered thousands of opportunities for instructors to find support for the pivot to online, including new on-demand and open workshops, sprint sessions, drop in sessions, one-on-one and group consultations, and live chat sessions
- Developed a program to train and deploy co-op and PT students as technical and pedagogical supports for instructors and students in the rapid transition to online learning; successfully secured a SWPP subsidy of \$110,847 to support the hiring of 36 co-op students for summer 2020
- Co-created with students and published multiple open resources in Pressbooks for instructors and students to support the transition to online
- Rapidly developed a blog and podcast (<http://oliah.ca/>) that included practical advice for faculty moving online, as well as interviews with leading experts in online teaching and learning from around the world, which was accessed by people from all over the world
- Collaborated with CTL, ITS, and the Provost' office to develop hundreds of FAQs, wiki pages, and a new website introducing instructors and students to online learning
- Rapidly identified and procured additional cloud-based technologies to support online teaching and learning (YuJa and BetterExaminations)
- OOL staff were called upon to contribute to multiple UWindsor, provincial, national and international committees and initiatives supporting the pivot; the OOL Director was recognised with the Ontario MCU Minister's Award for Excellence for contributions to supporting UWindsor and the provincial PSE sector transition
- Since Feb 2020, OOL has hosted a weekly meeting of other centre directors and staff to support provincial planning, sharing of best practices, and community building
- Developed a series of video interviews with instructors, staff, and TAs discussing their experience of the pivot
- In collaboration with ITS, developed a live chat support line staffed by co-op students to be deployed in the first few weeks of term
- OOL staff and students collaborated with CTL to staff the Bb Café virtual drop in space 7-days a week from March – June, 2020
- Collaborated with Faculty of Education to run a series of weekly open online workshops/sessions for teachers at all levels who were transitioning to online teaching

Other successes

- Provided thousands of consultations for faculty, sessional instructors, GAs/TAs, and students
- Offered **88** courses, workshops and situated/invited training events, as well as many open registration events where participants were not required to register

- **Student Collaborators:** OOL projects directly employed **45 student collaborators** in 2019-20, and recipients of our OER-ACE grants also employed students as partners on most projects
- **Open textbooks:** Eight open textbooks/monographs in development with faculty and student partners;
- Continued to expand and support **ePortfolio** use, with **5,849** users and **4,845** sites launched, 33 workshops with over 900 attendees and 67 drop in sessions
- Awarded **6 OER ACE grants** worth a total of \$41,800 to projects in human kinetics, environmental science, medical biotechnology, microbiology, physics, and education to support adoption and creation of open educational resources (OERs), new online courses, simulations, and virtual labs
- Moved all PALS sessions online during the pandemic, and expanded into graduate level courses in Engineering, both firsts for Supplemental Instruction globally; invited to present to the National Centre for Canadian SI to share learning from this activity
- Previously developed environmental scan of OERs for nursing competencies (eCampus Ontario funded) to identify gaps in OER availability now being used to do more work in multiple other jurisdictions
- Despite most conferences being cancelled during the reporting period, the OOL staff presented 8 local, national and international conference presentations, and multiple invited presentations for local, provincial, national and intern
- ational organisations, particularly providing perspective on pedagogies during the pandemic.
- Over 40 multimedia projects producing hundreds of learning objects

D. Challenges

- The global COVID-19 pandemic stretched resources beyond the limits as the OOL team were fully engaged in helping the campus rapidly transition to online learning and teaching, reducing capacity for normal programming
 - a. Moving to full-time remote work and support roles was a challenge that was met with enthusiasm and success by all OOL staff
- Staffing: **Limited capacity in key skill areas** were exacerbated by the COVID pandemic demand; key skill sets needed include instructional design (failed searches), application programming, VR/3D media/game development, video production (PT role now filled), graphic design, web/UI/UX-development). Reliance on short-term contract hires and student labour continues to be a problem, but steps are being taken to increase capacity.
 - a. Multiple failed searches occurred for online learning professionals due to the tight employment market in this sector as a result of expanded hiring at all institutions
- **Lack of space** in new building: the renovations provided enough space for the existing complement of OOL, CTL and QA staff, however there is no additional space for any growth and with CTL and OOL hiring additional resources to support the campus during COVID, a complete return to campus in our current space will be impossible
- **Lack of access to a suitable lab/studio space** for efficient and effective rapid eLearning development for online, hybrid, technology-enhanced, and open access courses places us behind most universities in Ontario and across the country; several other institutions are developing ‘one button studios’ for faculty and students to easily record media. OOL is in ongoing discussions about renovating some spaces in Lambton Tower basement to serve these functions
- **Access to data** on courses and programs remains challenging, especially since the changeover to UWinsite student requiring all previous reports to be rebuilt and very little capacity to do so. Access to data for PALS supported courses is also a challenge that makes it impossible to fully assess the impact of the program in some courses.
- The limited **technical support during extended teaching hours** for instructors and learners in online classes was addressed on an emergency basis during COVID, but needs to be a permanent commitment, as does live support for students transitioning to UWindsor in first year
- Limited range of **full programs** normally delivered in online mode makes marketing difficult, although this is changing with new programs going live and the immersion of faculty and students in online learning may lead to opportunities for more online program in the future

- Inconsistent quality and lack of publicly available online information about courses and programs, including **actual delivery mode**, and up to date **credit transfer data** being provided to OnCAT
- Ongoing **low capacity of wireless** internet access in some parts of the campus, especially for hybrid or technology-enhanced courses and large classes, limits the use of some interactive technologies and potential for secure online exams, and may pose problems for other functions such as online surveys or SETS
- Critical **lack of diversity in teaching spaces**, especially for active, hybrid and Indigenous pedagogical approaches
- **Formal recognition**, including in the RTP process, for creating, adopting, or adapting, open educational resources
- **Moving office spaces** continued to be disruptive to work with renovations ongoing

2. Report

A. Area's Goals and Objectives and the University's Strategic Plan

1. *Provide an exceptional undergraduate experience:*

- Champion the use of Open Educational Practices (OEPs) including creation and use of Open Educational Resources (OERs) and zero cost resources and in all teaching contexts*
 - OOL Online Learning Specialists and Co-Op students rapidly created and co-created 3 open educational resources (OERs) in the eCampus Ontario Open Library Pressbooks system to support faculty and students in the transition to online learning and teaching
 - OER-ACE grants led to development of multiple three open textbooks and OERs and adaptation and extension of others (funded and unfunded), including one co-created open textbook with students
 - Supported the Faculty of Education's [Open Page project](#) with students creating and sharing OER content on educational technologies through their Tool Parade videos and podcasts (provided funding, technology and production support)
 - Continuing to transition existing OERs to a new, provincially-hosted and more accessible platform (Pressbooks) to improve portability, discoverability, and develop internal capacity in open publishing
 - Mapping and curating zero textbook cost (including open) resources for UWindsor programs in 1st and 2nd year; this project is ongoing and will be driven by OER interns/co-op students; currently exploring options for collation/curation and/or storage of ZTC/OER packages
 - Open licencing and use of OERs included in most OOL workshops and courses developed in 2019-20, modelling open pedagogies and practices to the campus community
- Continue to partner with faculties, departments, and individual faculty members to expand open, online and hybrid offerings and enrolments to meet the SEM Plan and SMA3 targets*
 - Given that almost all students were required to learn online in winter and summer 2020, the number of online enrollments is not reflective of actual interest in online programming, so regularly reported figures on growth in online enrollments are not included in this year's report
 - OOL supported unfunded online course development in multiple areas on campus
 - Supported the development and delivery of two new non-credit certificate programs through Continuing Education
 - Additional provincial funding is expected in 2020-21 to support strategic development of online learning and educational technology and OOL will support faculty in developing applications
- Explore opportunities for microcredential pilots, and work with stakeholders to develop a framework for identifying and offering microcredentials systematically in credit and non-credit contexts*
 - Completed a small, non-credit microcredentials project funded by eCampus Ontario in partnership with Continuing Education, Nursing, and Transform using eco's draft [Microcredentials Framework](#), the project piloted the use of Ontario's new digital credential system, [BC Diploma](#), which issues digital credentials to students in the Blockchain

- b. While further development is planned, this has been paused due to COVID reprioritisation of resources

- d. *Expand Supplemental Instruction (PALS) into new disciplines and courses, and at the graduate level*

- a. Building on the success of pilots in Chemistry and Math and Statistics, Supplemental Instruction/Peer Assisted Learning Sessions (PALS) was expanded into five courses across three disciplines: CHEM1100, CHEM1110, ECON1100, ECON1110, and STAT2910. Two courses in the M.Eng. program were also identified for PALS support pilots but the start was delayed to July 2020 when M.Eng. courses started, so will be reported in the reporting cycle, but preliminary results indicate significant engagement from the M.Eng. students.
- b. 163 unique students attended PALS sessions (73 in Fall 2019 and 90 in Winter 2020); performance data is confounded by COVID during this period, including alternative grading and attendance decline at the end of term, making inter-group comparisons impossible.
- c. PALS support was extended with a full-time Limited-Term AAS role appointed for two years to facilitate growth and embedding PALS into more programs; there were 9 PALS student leaders during the reporting period
- d. Currently exploring options for PALS pilots in nursing, economics, and FAHSS, as well as additional courses in Chemistry

- e. *Educational Technology pilots and projects*

Multiple educational technology pilots and projects supported by OOL are underway including:

- a. **Pressbooks** open publishing tool is actively being used for development of open textbooks – UWindsor was in the initial pilot group for the provincial open library instance of the system and has developed several open resources published in Pressbooks; OOL supports faculty, staff and students who are using Pressbooks for various open publishing applications.
- b. **H5P** is an open interactive learning authoring tool that integrates with Pressbooks, WordPress, some Drupal nodes and Learning Management Systems (e.g. Blackboard). eCampus Ontario has provided unlimited provincial access to H5P and content created is stored in the eCampus Ontario Open Library. OOL supports faculty, staff, and students using the tool either in a standalone capacity, or as part of an OER such as an open textbook. OOL staff provided 5 H5P specific workshops with 67 attendees, as well as introducing it in all intro online teaching sessions and a Community of Practice event. UWindsor faculty created at least 60 H5P resources in the reporting period that are openly shared in the eCampus Ontario H5P Studio.
- c. **Mukurtu** (open Indigenous content management system) installed and testing, including as a potential system for housing UWindsor Open Educational Resources Repository
- d. Worked with eCampus Ontario to pilot an **open LMS**: Limited role in scoping and testing a Moodle-based open cloud-hosted LMS; this project is currently paused at the provincial level
- e. In collaboration with CTL, supported the implementation of the **Mobius** system in Mathematics and Statistics for developing, delivering and assessing math-based content online; 749 students and 3 faculty across 3 courses in Math and Statistics piloted the system in the summer 2020 term.
- f. Exploring a pilot for a **Domain of One's Own (DoOO)** project with OOL co-op students to inform a request for eCampus Ontario resources for a provincial DoOO system; this system would support students developing critical digital literacies and provide a space for them to own and develop their digital identities
- g. Began a project to explore options for **video asset management and personal video capture tools**; at the onset of COVID restrictions, this project was accelerated to select and implement YuJa media management and accessibility support system to provide an easy to use but powerful system for recording and managing educational videos
 - a. Workshops were also created to train faculty in using existing alternative systems in the interim while YuJa is being implemented
- h. Explore options for a robust **online assessment tools ecosystem**:
 - a. This was originally intended to include transitioning Examity live online exam proctoring system to a new contract, but given the massively increased demand on their services and

challenges with the new approach required to use their system, their services became unavailable to us

- b. The project was also intended to gather requirements for other services that may be needed in the future (e.g. digital exam creation and delivery tools, assessment distribution infrastructure, lockdown browser tools) but the onset of COVID accelerated this project to include the selection of **BetterExaminations** to provide a cloud-based exam creation and delivery platform

f. Continue to support core educational technologies, including Blackboard Collaborate Ultra, and WordPress ePortfolios

- a. Blackboard considers UWindsor one of the highest users of Collaborate for our FTE, and our usage continued to grow steadily until the COVID lockdown, which precipitated a massive increase in all metrics after the transition to online learning in March, 2020. Key data includes: 43,265 Collaborate sessions were launched from 1 July, 2019 - 30 June, 2020 (a 250% increase over the same period in 2018-19); 27,833 hours of sessions (360% increase) with 184,448 attendees (690% increase); 2,939 hours of recordings (700% increase) were created across 4,623 files (610GB of data); highest number of recordings in a day was 160, maximum attendees in any one session was 249 with the maximum number of attendees using the system at any given time of 3,525 (744% increase) and a daily maximum of 6,071 users.
 - a. Collaborate Classic was deprecated as of 2020 and all users migrated to Collaborate Ultra, with existing recordings from Classic being migrated to a downloadable archive from Amazon Web Services, where Ultra is now housed.
 - b. There were 169 (230% increase over 2018-19) specific Collaborate tickets submitted to Team Dynamix (although this does not capture mis-tagged or compound tickets) and OOL staff provided approximately 180 Collaborate consultations during the reporting period (Note: neither of these statistics captures drop in sessions in the Bb Café).
- b. Continue to expand ePortfolios for all students, including upgrading infrastructure and expanding support, to support SMA3 targets
 - a. OOL staff facilitated 33 ePortfolio workshops with approximately 900 students attending; 67 ePortfolio drop-in sessions, and 47 ePortfolio consultations. There were 811 new users and 796 new ePortfolios created during the reporting period. There are currently 4,845 WordPress ePortfolio sites (4,500 of them public) in the system, with a total of 5,849 users signed up.
 - b. A new onboarding process was piloted in 2020 for students transferring from the collaborative nursing program
 - c. New course in PSYCH added
- c. Support the rollout of *Equatio* and *Read&Write* and other accessibility tools: Mark Lubrick is working in collaboration with OHREA and Student Services to make these systems available and provide training; several training events and a full day of training were planned for March 2020 but postponed due to COVID. The tools have been promoted through the Daily News and SAS.
 - a. Offered professional development workshops on accessible document creation and accessible teaching
 - b. Developing resources for captioning, including videos and workshops
 - c. The Director consulted on a provincial procurement process for external captioning services (facilitated by eCampus Ontario and OECM)
- d. Zoom web conferencing/Zoom rooms system: While Zoom is not officially supported on campus, OOL provides limited support for the 6 faculties and departments that have adopted Zoom as their preferred webconferencing solution.
- e. Lynda.com/LinkedIn Learning was licenced for all post secondary education students and employees by the Province on a 3-yr trial from 2017-2020. The licence was discontinued by the Province in October 2020. ITS procured individual licences for departments who chose to continue at their own cost. In the 12 months prior to the end of the licence (Sept 2019-20), 2,870 unique users logged in to the platform and watched 11,983 hours of videos.

g. Work with broad range of stakeholders including CTL, ITS, Facilities, Classroom Prioritization Committee, student representatives, and others in ongoing work to champion contemporary evidence-based learning space designs that enhance flexibility and support multiple pedagogical choices, provide reliable access to educational technology, and help to facilitate active and technology-enhanced learning

- a. This project is ongoing but shifted focus due to COVID; the shift has required planning for technology that supports maximum flexibility in the teaching spaces, including hybrid teaching for an eventual phased return to campus

h. Contribute to the evolution of teaching practice as members of the Student Evaluation of Teaching (SET) Taskforce

- a. Nick Baker and Alicia Higgison are both members of the SET Taskforce. Activities have been suspended during the COVID period.

i. Complete move and renovations to new space in the Centre for Engineering Innovation

- a. OOL, CTL and Quality Assurance began the process of collocating in the Centre for Engineering Innovation in 2018-19. The space required relatively extensive renovations to be usable and meet the needs of the three units, including installation of phones, wired and wireless network, AV and creation of new offices to house the existing staff complement. Most renovations were completed during the reporting year, although AV installation has been postponed until a return to campus.

j. Secure commitment to an appropriate permanent space that is fit for purpose and serves the campus community's needs for educational multimedia, including a rapid eLearning studio/design space and active learning workshop space, sound recording and podcasting spaces

- a. OOL is continuing to collaborate with PAC to identify and develop a multi-purpose space for a creating educational multimedia. This process is ongoing but paused until closer to return to campus.

k. Continue to develop opportunities for meaningful student collaborations and experiential learning to support innovation in online, open, and hybrid learning programs

Students are involved in all OOL development projects, and are typically employed in a variety of roles including as PALS leaders, Outstanding Scholars, interns, media assistants, and project assistants.

- a. Student employees were critical to the plan to move online rapidly and provided significant support to the campus during this period. OOL engaged co-op students for the first time in 2020, with 36 students being hired over the summer as Online Learning Assistants (directly in OOL) or as Digital Rovers within the faculties and departments to directly support those areas with support and training from OOL, with \$110,000 in subsidies being received from the federally funded SWPP program to support this hiring. OOL plans to continue hiring co-op students in Fall and Winter terms.
- b. Students are also employed as Peer Assisted Learning Sessions (PALS) leaders to design and deliver peer-based Supplemental Instruction (SI) sessions in a range of challenging courses. There were 9 PALS leaders in 2019-20.

l. Continue to explore meaningful engagement in indigenization and decolonization of curricula, practices, spaces, and technologies

- a. OOL grants specifically encourage and call for applications that address Indigenous needs and Indigenisation of the curriculum
- b. Intensive work with the Faculty of Law's Indigenous faculty to convert the mandatory *Indigenous Legal Orders* course to an online format (for Fall 20) that respects Indigenous pedagogies
- c. OOL is currently testing the capabilities of the Mukurtu open Indigenous content management system for potential use in Indigenous knowledge projects
- d. The OOL team have committed to incorporating Indigenous knowledge, traditions, and authors in our own teaching activities

m. Partner with stakeholders across campus to develop definitions of course delivery modes congruent with provincial and national reporting requirements and support change management for course data collection workflows

- a. Project started with ITS and Registrar's office but paused at the start of the pandemic; this project is ongoing

2. Pursue strengths in research and graduate education:

a. Continue to enhance the University of Windsor and OOL's profiles as provincial, national, and global leaders in the design and delivery of online education, the Scholarship of Online and Open Teaching and Learning (SoOOTL), and open educational practices

- a. OOL supports the scholarship of online and open teaching and learning in faculty and students involved in our projects, and often co-presents or co-publishes with our collaborators. Despite most conferences being postponed or cancelled during the pandemic, OOL team members presented or co-presented 8 conference papers at local, provincial, national, and international conferences during the reporting period. They also presented approximately 20 invited, keynote or open presentations, and published one peer-reviewed journal article with the first cohort of COOL graduates based on their experiences in the program. The Director also guest edited an edition of the *Journal for Learning and Teaching* on online teaching and learning in higher education with a colleague from the University of the Highlands and Islands, Scotland. This contained some of the earliest scholarly work exploring the response to the global pandemic in universities.
- b. OOL staff also serve on organising committees for local, provincial, national and international conferences
- c. Supported the Three Minute Thesis: OOL (in collaboration with Grad Studies and the GATA network) provides training and support for UWindsor 3MT contestants
- d. Collaborated on two SSHRC and one NREF grant application

b. Develop a new conference to run every second year that is focused on online, open, and technology-enhanced teaching and learning issues

- a. OOL planned to host a *Digital Futures in Education* conference (supported by SSHRC) in 2020 but this was forced to be postponed due to COVID restrictions and resource prioritisation. We will reschedule the event once restrictions are lifted.
- b. OOL staff also participated in regional teaching and learning events at St. Clair College and for local K-12 teachers

3. Recruit and retain the best faculty and staff:

a. Continue to evolve the Certificate in Online and Open Learning (COOL) to serve multiple audiences

- a. Intake for the COOL was temporarily suspended at the start of the COVID pandemic
- b. The Online Teaching Community of Practice met 4 times in the reporting period (45 registrants but as an open community, attendees did not all register; most came to more than one session); planned sessions early in 2020 were postponed to later in the year

b. Increase staffing capacity to support campus needs for OOL services in key skill areas

- a. Budget transition to support this change will be complete in the 2020-21 budget year. The new model will better support the needs of the unit and the institution, while gradually phasing out historical direct budget transfers to faculties for online courses
- b. Two limited-term AAS positions were hired in 2020 to support development of the Supplemental Instruction/PALS program, online program development, new technologies, and other strategic digital projects; a PT media support role was also hired. All three of these hires provided significant support in the rapid transition to online learning
- c. Additional supports were approved to be hired on a limited term basis to support the campus during COVID, but these resulted in failed searches in the current tight labour market for online learning professionals

c. *Update and offer small internal grants to support online, technology-related and open projects with a focus congruent with institutional and provincial priorities, including contributing to SMA3 and enrollment targets*

- a. Grants were reintroduced in 2019 and the theme expanded in 2020. Awarded 6 **OER ACE grants** worth a total of \$41,800 to projects in human kinetics, environmental science, medical biotechnology, microbiology, physics, and education to support adoption and creation of open educational resources (OERs), new online courses, simulations, and virtual labs
- b. Typical support for grant winners in 2020 was necessarily limited due to COVID and may require extension of deadlines for some projects

d. *Continue to raise the University of Windsor and OOL's profiles as provincial, national, and global leaders in the design and delivery of online education, the Scholarship of Online and Open Teaching and Learning (SoOOTL), and open educational practices*

- a. OOL staff are regularly called upon to consult with organisations provincially, nationally, and internationally in our areas of expertise including:
 - a. Open and online pedagogies
 - b. Educational technologies
 - c. Students as partners models
 - d. Supplemental Instruction
- b. In response to the pandemic, OOL staff created a series of open digital resources shared globally including the Online Learning in a Hurry blog and podcast series, and resources on online teaching and learning co-created with students
- c. The Director is a member of the eCampus Ontario Board of Directors and the chair of the Ontario Universities Council on eLearning (OUCEL), a Distinguished Teaching and Learning Fellow at Trent University, and was invited to consult on provincial and national educational technology procurement projects in 2019-20. He also completed a formal review of another teaching and learning centre and consulted with three other universities on development of eLearning support structures for their campuses, and is regularly called on to consult on various initiatives with the Ontario Ministry of Colleges and Universities (MCU), Council of Ontario Universities (COU), and the Higher Education Quality Council (HEQCO).

4. Engage and build the Windsor and Essex County community through partnerships:

a. *Launch new OOL website, including a showcase for Open Educational Resources (OERs) created by UWindsor faculty, staff, and students*

- a. New website contains an expanded library of resources to support faculty and students in online, open and hybrid learning and teaching, and to showcase projects, funding, and open educational resources to the broader community; site was still awaiting accessibility review in the reporting period

b. *Champion the adoption, adaptation, and development of Open Educational Resources (OERs), including open textbooks in courses and programs; begin exploring potential for Z-Cred (zero or low-cost learning resources) courses and programs*

- a. See section 1. above. Also supporting student-led development of OERs that can be shared with the local community and beyond, including resources built for teachers to inform practice in educational technology (in partnership with Education)

c. *Continue to explore meaningful engagement in indigenization and decolonization of curricula, practices, spaces, and technologies*

- a. See 1. L above. Additionally, OOL is exploring opportunities for partnerships with local Indigenous groups such as the Can-Am Indian Friendship Centre, and Walpole Island Heritage Centre, particularly around educational technologies and protection of Indigenous knowledge/IP online

5. Promote international engagement:

- a. *Continue institutional membership in international organisations such as the Open Education Consortium*
 - a. UWindsor is an institutional member of the International Consortium of Distance Educators (ICDE) and the Open Education Global (OEGlobal) Consortium (memberships funded by the OOL)
 - b. OOL faculty and staff continue to be active in scholarship, often partnering with faculty and grad students to present their scholarship at local, national, and international conferences. The majority of conferences in the reporting period were cancelled but the team presented 8 conference sessions during the reporting period, as well as numerous invited presentations and workshops for local, provincial, national and international audiences
 - c. OOL's Twitter presence: 99,556 impressions in 2019-20 (average 8,296/mth (12% increase)), 971 followers

B. Future Actions/Initiatives: 2020-21

1. COVID Pandemic Support:

- Provide enhanced support for design and development of online and hybrid learning environments at scale
- Lead implementation of additional core educational technologies (YuJa and BetterExaminations), in collaboration with CTL, ITS and other stakeholders to enhance teaching and learning
- Support campus planning for effective, responsible, and safe return to campus
- Assist campus stakeholders in envisioning and exploring post-pandemic opportunities for evolving teaching and learning

2. External grants:

- Support campus partners to successfully apply for and complete externally funded (e.g. eCampus Ontario, Ministry of Colleges and Universities) grant projects

3. Champion Open Educational Practices (OEPs):

- Champion and model OEPs in all aspects of our work
- Support open publishing, including technical and publishing support for open textbooks and creation, adoption and adaptation of other open educational resources
- Curate and enhance visibility of existing OERs
- Provide small grants to support faculty OEP/OER work
- Develop a mechanism for better tracking use of OERs on campus and impact, including potential cost savings to students

4. Students as Partners:

- Enhance opportunities for engaging student partners in all areas of our core work
- Provide meaningful experiential learning opportunities for student partners
- Continue to expand and refine Peer Assisted Learning Sessions (PALS)

5. Developing capacity in online, open, hybrid and technology-rich teaching and learning:

- Develop and expand core programming to support the evolution of teaching and learning
- Collaborate with ITS and CTL to enhance and evolve technological infrastructure to support more flexible and contemporary approaches to teaching
- Consult on physical and virtual classroom design and support instructors to use these spaces effectively
- Champion contemporary, evidence-based learning space designs that enhance flexibility and support multiple pedagogical choices, provide reliable access to educational technology, and help to facilitate active and technology-enhanced learning

6. Educational technologies:

- Continue to monitor, review, explore and pilot technologies that address current, emerging, and future pedagogical needs and encourage pedagogical innovation
- Promote and support ethical and critical use of educational technologies that respect privacy, safety, accessibility and sound, evidence-informed pedagogies
- Support and enhance existing educational technologies including Blackboard Collaborate, WordPress ePortfolios, Pressbooks open publishing system, H5P interactive learning tools, Blackboard Learn, and Zoom
- Pilot/implement new and emerging technologies including YuJa (media creation and management),

BetterExaminations (assessment creation and management), Equatio and Read&Write (accessibility tools in collaboration with OHREA and SAS), Mobius (math teaching), Mukurtu (Indigenous knowledge CMS)

- Explore potential for virtual, augmented and extended reality (VR/AR/XR) learning environments

7. Microcredentials:

- Work with other units on campus to explore opportunities for offering microcredentials
- Engage with provincial groups in developing the system-wide approach to microcredentials

8. Accessibility:

- Consult with and support instructors to develop accessible learning designs and accommodations that meet or exceed AODA requirements
- Implement and support technology for accessible practice (Equatio, Read&Write, YuJa, Panorama)
- Advocate for curricular approaches that improve access to education for all learners, regardless of their personal circumstances

9. Indigenisation:

- Model commitment to Indigenisation and responding to the TRC Calls to Action
- Continue to explore meaningful engagement in Indigenization and decolonization of curricula, teaching practices, spaces, and technologies

10. Scholarship of open, online teaching and learning:

- Promote and support scholarly approaches to online and technology-rich teaching and learning
- Engage in personal and collaborative scholarship

11. Digital literacy:

- Support the enhancement of digital literacies in students, staff and faculty through targeted programming, curricular innovation, co-creation projects with students, and adoption of OEPs
- Pilot a Domain of One's Own (DoOO) project to develop digital literacies and build on ePortfolio work

C. Recommendations for Senate consideration

1. Recommend that APC or a sub-committee develop a transparent set of definitions of all characteristics of courses and programs (e.g. on-campus, online, hybrid, flexible, technology enhanced, intensive, active learning, zero or low cost resources) that aligns with provincial and national reporting requirements, make these characteristics visible to students and the public, and adjust workflows to collect this information reliably and accurately.

Rationale:

- a. *It is currently very difficult for students to find any accurate and timely information about the characteristics of courses, including their delivery mode, assessment approaches, and required learning resources, and for students from outside UWindsor, it is impossible because there is no public-facing course catalogue. This places UWindsor at a significant disadvantage compared to other institutions who make such information available as a recruitment tool*
- b. *It is currently impossible to accurately and efficiently report or provide data to provincial and national bodies on course and section attributes such as delivery mode because this data is not reliably collected through current workflows. Providing institutional definitions and the ability to describe course characteristics, such as delivery mode, experiential learning, no-cost learning resources etc., effective education on these definitions, and an effective workflow for capturing this data will improve the quality of the data, and allow it to be displayed to students and other users*

2. Begin a process to define and recognize microcredentials as part of the institutional credential ecosystem. Strike a sub-committee or taskforce to investigate microcredentials and develop a framework for these.

Rationale:

- a. *The University does not currently have a policy or guidelines on microcredentials, and given the current focus on these from the provincial government, and in the SMA3 agreement, it is important that there is an institutional understanding of microcredentials. Consideration should be given to questions such as what they are, what data should be included in the digital credential, what level of evidence is expected, guidance on laddering of microcredentials to higher credentials, the relationship to other credentials, potential benefits to students, and how and where they may be awarded*

3. Consider ways to recognize and reward engaging with Open Educational Practices (including adapting, adopting or creating open textbooks and other Open Educational Resources) and Open Knowledge Creation through the RTP process. Explicit acknowledgement of open practices in RTP forms and guides as evidence for departments to consider in developing their own RTP criteria for teaching and research would be a low-stakes-means of encouraging this practice

Rationale:

- a. *There is strong evidence for both the cost-saving and enhanced student learning outcomes of Open Educational Practices (OEPs), and the transformative pedagogical and social potential of engaging in such practices. However, faculty often find investing time in developing, adopting, and adapting OERs to be challenging because it is not recognized explicitly in the RTP criteria of the institution. There has been a strong movement in the US and elsewhere to develop mechanisms to reward and recognize engagement with OEPs, and some Canadian institutions are also now supporting faculty in this way (KPU, SFU and UBC all recognize it in RTP). Institutions that engage meaningfully with OEPs and utilize OERs and other low or no-cost learning resources are seeing significant enrollment increases and retention improvements. UWindsor already has a memo endorsed by Senate to encourage faculty to consider OERs in selecting learning resources, but they need recognition through the processes that matter most to faculty, including RTP.*
- b. *Considering the requirements for open publishing of research data from Tri-council and many other funding agencies, explicitly recognizing the practice of open knowledge dissemination including through open publishing, as part of RTP research criteria is important in normalizing this practice*