

Office of Open Learning Annual Report – 2021-22

Presented to Senate
12 May, 2023

Nick Baker
Director, Office of Open Learning

Slides: <http://tiny.cc/OOLAR23>
<https://uwindsor.ca/openlearning>



Who we are:

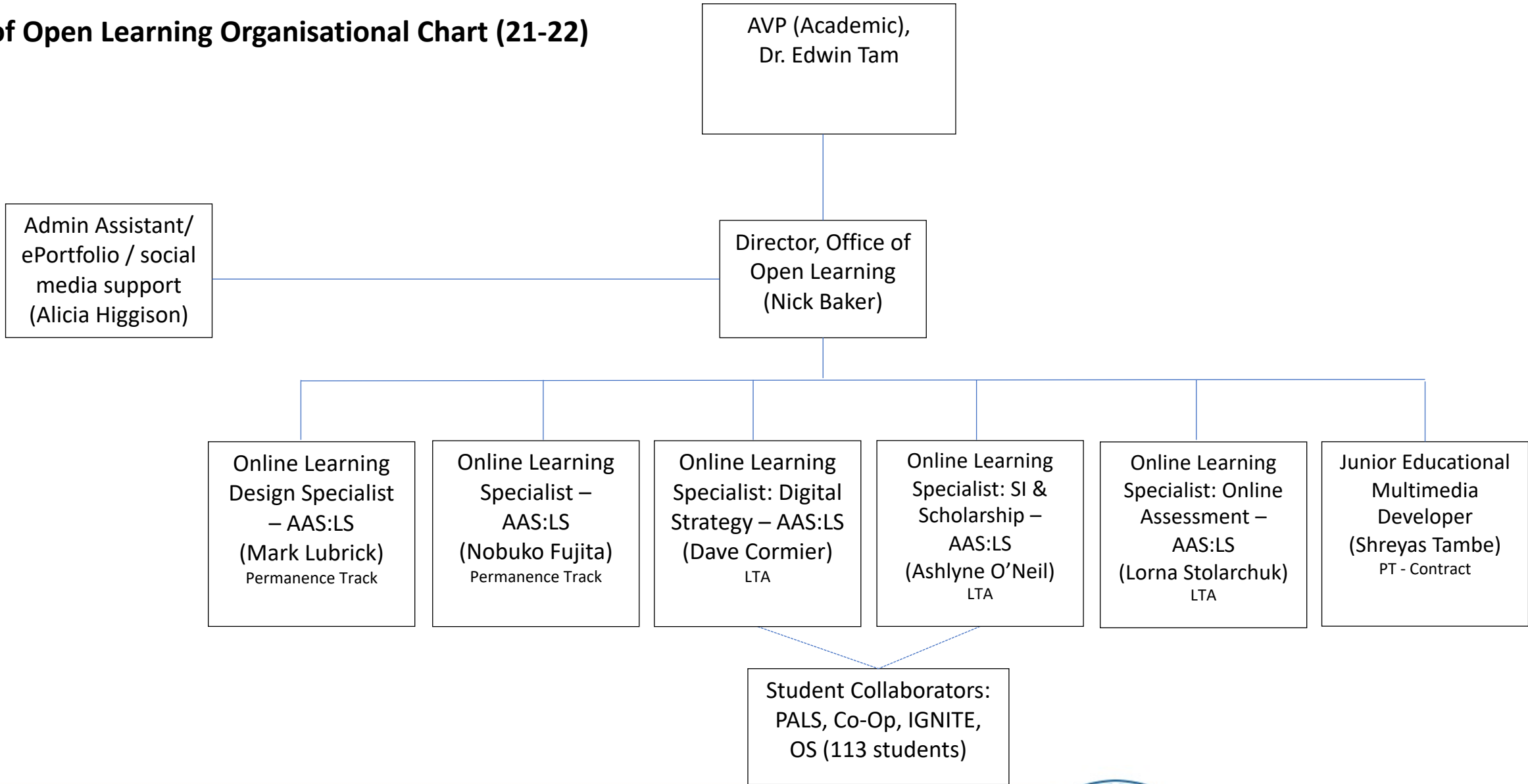
Your critical friends in digital and open pedagogies

*The Office of Open Learning (OOL) is a leader in **digital, hybrid and open learning**. Our expertise has been crucial to achieving the University's mission in navigating the disruption of the pandemic, graduated return to campus, and cybersecurity attack.*

- *Foster a teaching and learning environment that **empowers educators and learners to explore, innovate, and excel in their fields**,*
- *Recognise and utilise **the power of a highly connected digital society, uncertainty, rapid change**.*
- ***Addressing challenging questions of equity, accessibility, digital ethics, and sustainability in teaching and learning**.*
- *Advocate for, explore, implement and support **emerging technologies and pedagogical approaches**.*
- *Key collaborators and partners in pursuit of **transformative educational experiences on campus and beyond***



Office of Open Learning Organisational Chart (21-22)





Three key themes in our work this year

1. **Supporting the transition back to campus, imagining and navigating the emerging reality**
2. **Technology renewal and exploration**
3. **Securing funding for digital, hybrid, and open teaching and learning**



<https://flic.kr/p/8qMjUy>



<https://flic.kr/p/5GpHVk>



<https://flic.kr/p/29fQRVW>

Overview of Key Support for Campus

- Critical support for teaching and learning during the cyber security attack (with ITS and CTL)
- Led, supported, and collaborated on **\$3,239,915** in grant funded projects
- Initiated **review of the Learning Management System** (LMS) and **subsequent RFP** for our next LMS (with CTL and ITS)
- Expanded impact and reach of Open Educational Resources (OERs)
- **113 student partners** including 17 co-ops, 12 PALS leaders, 2 part-time or Ignite students, 82 employed on grant-funded projects
- 30% increase in Peer Assisted Learning Sessions (PALS) attendance (762 unique students in Science and Engineering)
- **130** courses, workshops, events offered in the reporting period (+10 in collaboration with CTL) with **1,242** registrants
- Provided over **3,000 consultation hours**
- OOL Team members sit on **70+** internal and external committees
- Presented 22 papers at 18 conferences; 7 invited presentations/keynotes; 3 peer-reviewed publications and 15 open books as authors or co-authors

1. Transition to post-pandemic emerging reality in teaching and learning



Equitable, accessible, and inclusive teaching

- Co-led \$200,000 grant project with 10 universities and colleges across Ontario to develop an OER on [Universal Design for Learning \(UDL\) for Inclusion, Diversity, Equity, and Accessibility \(IDEA\)](#); also translated to French
- Supported two eCampus Ontario **Virtual Learning Strategy (VLS)** funded projects developing open resources for learning about **LGBTQS+ issues in healthcare**, and a new course on **Empowering Bystanders Against Anti-Black Racism**
- Partnered with Dr. Bonnie Stewart (Education) to lead a cohort of [20 UWindsor instructors](#) through an Open Learning Digital Fluency Fellows (#OLDFF) program (Fall 2021)
[16 blog posts](#) authored as part of the project
- OOL team members of institutional accessibility committees



Humanizing Digital Learning Microcredentials

- Office of Open Learning launching a new non-credit certificate program in [Humanising Digital Learning](https://www.uwindsor.ca/oopenlearning/microprogram) free for UWindsor community
- Synchronous online mode, 2 hrs /week for 6 weeks
- 5 microcredential courses + Capstone project
 - *Intro to Humanising Digital Learning*
 - *Ethical Educational Technology*
 - *Practicing Accessibility, EDI, Decolonization and Indigenization in Digital Teaching*
 - *Digital Assessment Strategies*
 - *Student Engagement*
 - *Building for Openness: Capstone Project*



Supporting Indigenization and decolonization

- Completed three VLS-funded projects creating openly licenced Indigenous content:
 - [Indigenous Pedagogies and Universal Design](#) for learning module (Jaimie Kechego & Lorie Stolarчук co-authors)
 - [Indigenous Lifeways in Canadian Business](#) project led by Dr. Russell Evans, Indigenous Scholar in Odette School of Business
 - Open module on [Indigenous Knowing Methodologies](#) project led by Dr. Kara Smith, with the module authored by Elder David Plain (Mts, Aamjiwnaang First Nation)
- Funding from eCampus Ontario + matching funding to hire an **Indigenous Learning Designer**
 - Decolonizing and Indigenizing digital spaces and curricula in online and hybrid courses
- Continuing to develop Gikinoo'amaadiwag (They teach each other) - Cross-Cultural Instructional Skills Workshop (GCCISW) (funded by CTL and the office of the AVP External)
- Institutional admission to [LocalContexts](#), which provides Indigenous Knowledge Keepers digital options to manage their intellectual and cultural property



Indigenous Lifeways in
Canadian Business

Microcredentials

- Equity lens – supporting diverse learners
- Co-chair UWindsor Microcredentials Working Group
 - Definitions
 - Microcredentials Framework and Quality Assurance process
- Co-authored [eCampusOntario's Micro-credential Toolkit](#)
 - practical considerations for developing microcredentials at post-secondary institutions throughout Ontario
- Invited to consult / collaborate on microcredential projects with eCampus Ontario, HEQCO, COU, UNESCO, Microcredentials Sans Frontieres
- Partnered with Faculty of Science FishCAST team on grant applications and development of value-added MCs to their grad program
- Partnered with Con Ed on pilot project for digital credentials
- 130 existing courses approved by Ministry of Colleges and Universities as OSAP-eligible



2. Technology exploration & renewal



Ethical Educational Technologies

- Supporting and advocating for **critical selection** and **ethical use** of educational technologies that respect **privacy, safety, accessibility,** and sound, **evidence-informed digital pedagogies**
- Received VLS grant (\$74,500) to develop a guide to ***Ethical, Equitable and Sustainable Procurement of Educational Technology*** (with 6 collaborating institutions) that will form the basis of a companion microcredential

LMS Review and Renewal: Critical collaboration with CTL and ITS

- Co-Chair of key committees
- Initiated **review of the Learning Management System (LMS)** when Blackboard announced they would not renew our licence
- **Developed Request For Proposals** for next LMS
 - Included equity, diversity, Indigeneity, accessibility in evaluation criteria – a first here and our process was adopted by others in the province
- Evaluation
 - Specialist advisory teams
 - Campus community input – public presentation and sandbox
- Migration and implementation planning
- Consideration of ancillary technology replacement (e.g. Collaborate, A4L Learning Analytics, SafeAssign)
- Migrated **40,000** Blackboard Collaborate recordings to YuJa

Training Equipment Renewal Fund (TERF)

- OOL and ITS led the development of a **\$1,134,046** grant proposal (co-funded by Province & UWindsor)
- Transformation of **12 learning spaces** across campus
 - **Five new flexible, active, collaborative, and technology-enabled learning spaces**
- Instructors and students **involved in visioning and design of learning spaces** for first time ever
- AV replacement and flexible furniture in two Windsor Hall classrooms
- Enhanced hyflex capabilities in 4 classrooms – instructor monitors, ceiling mics, additional cameras
- Replacement of computer labs and AV upgrades in two nursing classrooms

CH North G100



Dillon Hall 367



Erie Hall 1114



3. Funding for digital, hybrid, and open teaching and learning



eCampus Ontario Virtual Learning Strategy (VLS) Grants

- 19 projects successfully completed during the reporting period
- 2 additional projects, led by OOL, funded in VLS round 2 (completion by March 31, 2023)
 - Funding significantly reduced for round 2
 - Success rate across the province low
 - Only 2 other schools had 2 projects funded



**\$1.63m in total VLS funding
received across both rounds**

OOL Strategic Development Grants


- Revised and relaunched in 2022
- Small grants to support open, digital, online, hybrid teaching and scholarship
- 31 Expressions of Interest submitted
- 18 projects funded
- Ranging from OER creation to, simulations, diverse anatomy imagery, and research/SoTL projects

Impact of Open Educational Resources (OERs)

30 Open Educational Resources (OERs) created in 2021-22 visited by **166,661** people for **251,905** views

Example: Replacing commercial text

- Astronomy moved to open textbook in 2018
- 8,053 students enrolled since the switch
- Cost of publisher text ranged from \$97.30 (loose leaf, black and white) to \$227
- Students saved between **\$783,000** and **\$1,828,000** since 2018



Astronomy (OpenStax)

Andrew Fraknoi, David Morrison and Sidney C. Wolff

Date Published: 2016

License: [CC BY](#)

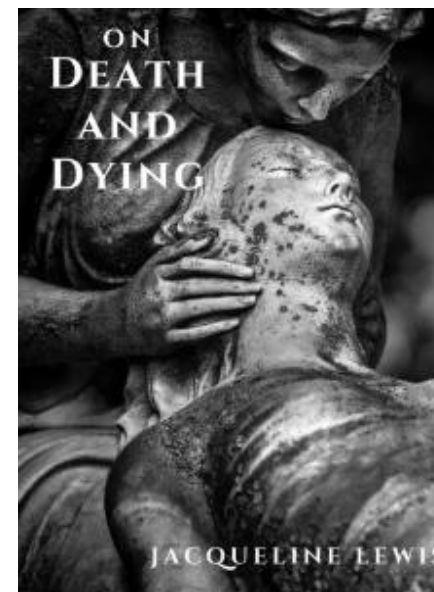
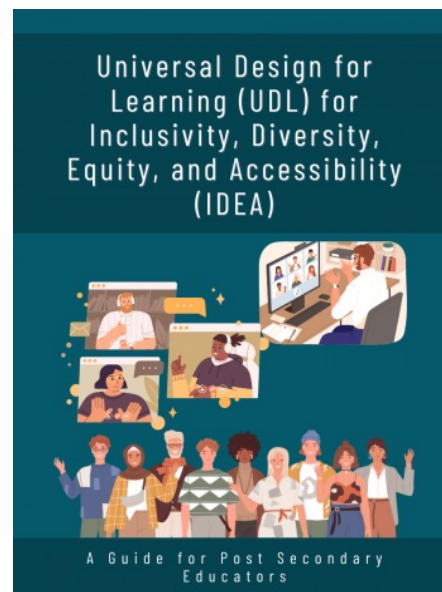
Astronomy is designed to meet the scope and sequence of introductory astronomy courses. The book begins with relevant scientific concepts, the solar system, stars, galaxies and cosmology. The Astr... use of relevant analogies, cle...

[Read More](#)

Global recognition for OOL-Supported OERs

- [Liberated Learners](#) project collaboration with Trent University awarded **Best OER by OE Global for 2022**
- Two projects selected as Pressbooks network favourites for 2022:
 - Liberated Learners
 - [Learning To Be Human Together: Humanizing Learning](#)







Medical Assistance in Dying: Scenario Part 1 (Nursing Student)

Medical Assistance in Dying: Scenario Part 1

« Back Proceed »

Introduction

In this simulation, you will apply your knowledge and skills related to Medical Assistance in Dying (MAiD) to help a patient. You will be assuming the role of Rosy, a Level 4 nursing student.

Click on **Instructions >>** to learn how to navigate the scenario.

"Medical Assistance in Dying: Scenario Part 1" created by Dr. Sherry Morrell, Prof. Rachel Elliott, Prof. Amanda McEwen, Dr. Debbie Rikeard, and Dr. Gina Pittman from the University of Windsor is shared under a [CC-BY-NC-SA 4.0 International license](#).

Simulation adapted from [ECE and Parent/Guardian Communication: Informal Scenario](#) by [Krista Ceccolini](#).

Instructions >>

Reuse Rights of use Embed

H5P TITLE

Medical Assistance in Dying: Scenario Part 1

CONTENT TYPE:

Branching Scenario

WORK IN PROGRESS?

No

SUBJECT

Medicine & Nursing

ADMINISTRATIVE TITLE

Medical Assistance in Dying: Scenario Part 1 (Nursing Student)

H5P ID

32506

LAST UPDATE

1 year ago

CREATED

08 Dec 2021

LICENSE

Medical Assistance in Dying: Scenario Part 1 by Trevor Winchester is licensed under a/an **Creative**

Key Challenges

- Ongoing impact of COVID + cybersecurity attack
- Implementation of next LMS on tight deadline
- Large number of provincial grants submissions and projects with tight, overlapping deadlines
- Ongoing skill gap in technical areas exacerbated by inability to hire due to inflexible working requirements
- Lack of space for staff (4 AAS: LS members currently hotelling) and no digital learning production facilities
- No formally adopted institutional definitions of course modalities
- Diversifying external funding sources to offset unpredictability of provincial funding



Future goals and initiatives: 2021-22

1. **Brightspace implementation and associated digital technology renewal**
2. **Artificial Intelligence**
3. **Equitable, accessible, and inclusive teaching and learning**
4. **Indigenization and decolonization**
5. **Support digitally-enabled teaching and learning**
6. **Educational technologies support and explorations**
7. **Open Educational Practices**
8. **Students as partners**
9. **Expanding and adapting core programming to support strategic directions**
10. **Microcredentials**
11. **Employee engagement and team development**
12. **Community engagement**
13. **Data informed practice**
14. **Scholarship of open and digital teaching and learning**

Recommendations

1. Review the impact of COVID19 policy changes on student success and determine what should be kept or modified
2. Begin to prepare for policy changes that will be critical to achieving the AODA's Accessibility Standards for Post Secondary Education



Nick Baker



Dave Cormier



Nobuko Fujita



Alicia Higgison

The Office of Open Learning Team

(Not present: Shreyas Tambe)

Visit us at

Ed Lumley Centre for Engineering Innovation
700 California Ave Entrance

Nick Baker
nbaker@uwindsor.ca
Ext. 4925



Mark Lubrick



Russell Nahdee



Ashlyne O'Neil



Lorie Stolarchuk