

The Second Round of the Virtual Learning Strategy:

Co-creating Digital-by-Design Postsecondary Education

The Virtual Learning Strategy (VLS) has brought together Indigenous Institutes, colleges, and universities in Ontario. The VLS prioritizes collaboration for sector transformation that impacts all institutions.

The Virtual Learning Strategy is built on three key pillars:



Being the future



Being a lifelong learner



Being a global leader

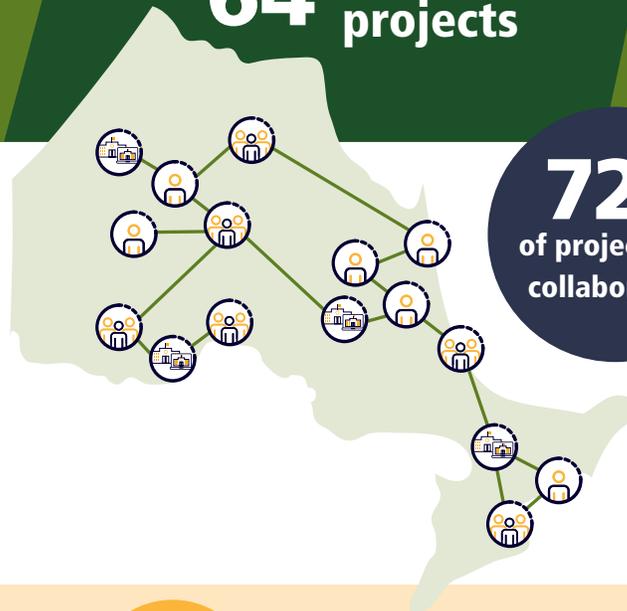
This report explores the ways in which project teams are leveraging their network of co-creators as they design inclusive, flexible, and innovative digital learning experiences and resources.

As of October 7, 2022

31
cross-region
funded projects

Cross-region collaborations are those that include two or more institutions from different Ontario regions working together.

64 funded projects



72%
of projects are collaborative

13
cross-sector
funded projects

Cross-sector collaborations are those that include two or more different types of institutions working together (i.e. Indigenous Institutes, colleges, and/or universities).

15 projects will have outputs available in French

21 projects include the engagement of Indigenous communities, Indigenous Ways of Knowing, Indigenous pedagogies, and/or Traditional Knowledge

Engaging Co-Creators in the Second Round of the VLS

This diagram provides a visual snapshot of the co-creators and how they are engaged in VLS projects.

By prioritizing collaboration, the VLS:

- promotes sector-wide digital transformation,
- ensures effective, and strategic use of virtual learning resources,
- encourages use, re-use, and re-mixing of VLS-developed materials,
- increases the reach of impact to all Ontario publicly-assisted institutions,
- positions the Ontario postsecondary community as a leader in the global market.

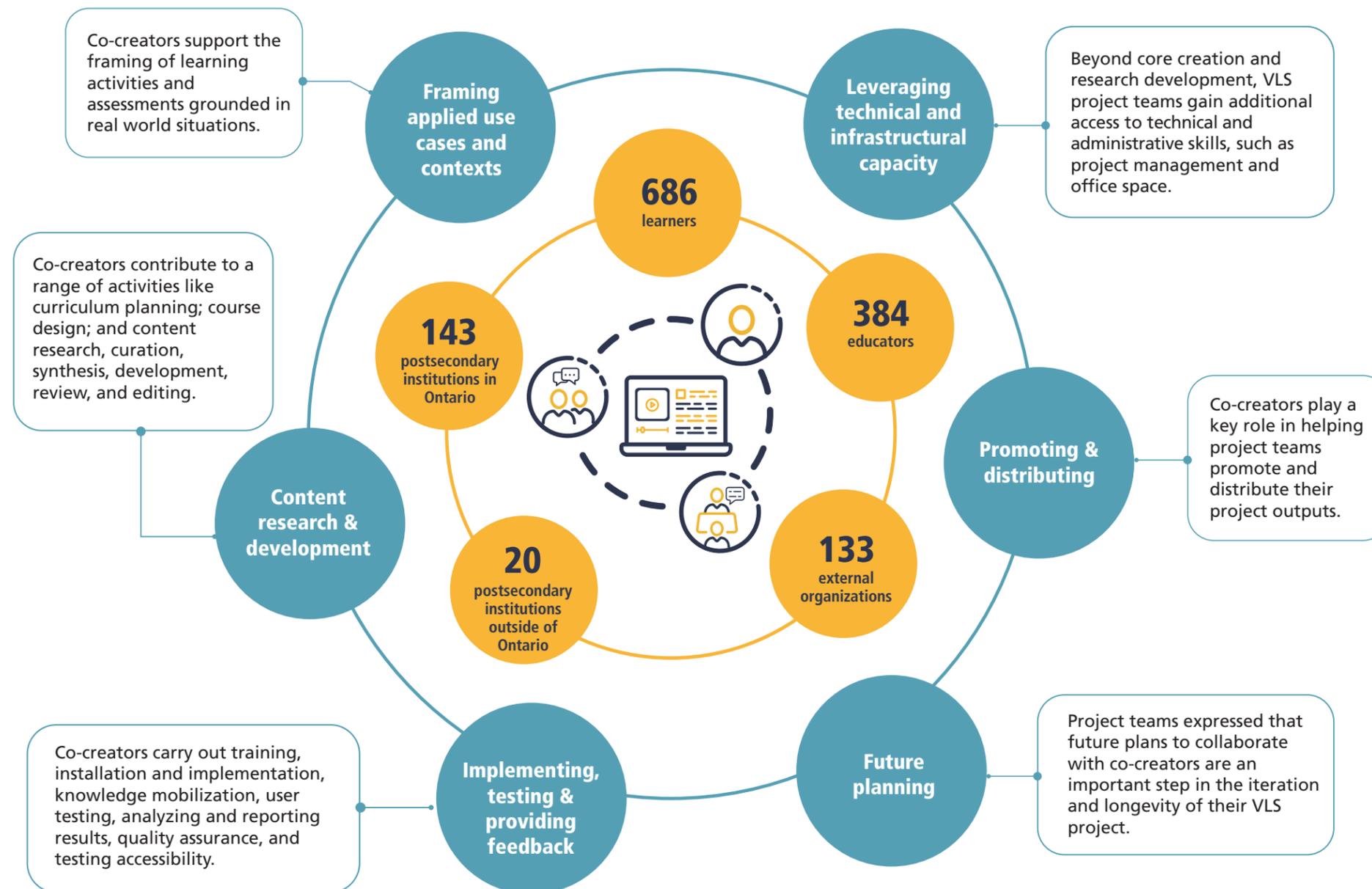
Co-creators are both VLS project teams and contributors outside of official project teams. These include learners, educators, post-secondary institutions inside and outside of Ontario, and external organizations such as industry, governments, private sector, community organizations, not-for-profits.

Legend:

- **Co-creators**
...who is involved?
- **Activities**
...what are they doing?

Note:

The stakeholders involved in the activities and the level of co-creation vary depending on the nature and phase of the project.



Supporting Co-Creation

63% of eligible projects are engaging learners

10% of eligible projects are leveraging industry partnerships

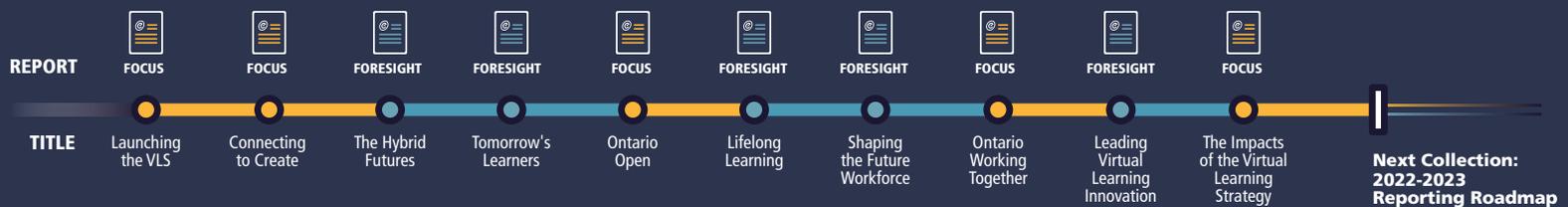
9 Ontario EdTech companies partnering on Digital Content - XR projects

The findings presented in this diagram were collected from VLS project teams via the second quarterly report. VLS project teams were asked to respond to a series of quantitative and qualitative (open-ended) questions related to their projects. Open-ended responses were analyzed using an inductive thematic analysis. The major themes were then synthesized and presented in this report. The major themes and aggregate quantitative findings were triangulated and are presented together to share and evidence-informed narrative about the different ways in which co-creators are involved and contributing to VLS projects.

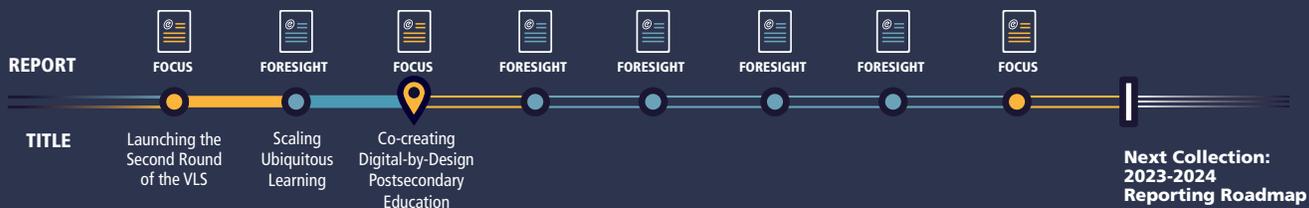
Some of the data presented in this infographic has been rounded and represent approximations. If you have questions or would like more information, please contact vls@ecampusontario.ca.

This report is part of a series of Virtual Learning Strategy (VLS) **Focus Reports** that tell data-driven stories about the VLS investment. VLS Focus Reports are accompanied by a series of **Foresight Reports**. The Foresight Reports expand on the VLS pillar of Being the Future by exploring maturing trends in the Ontario postsecondary sector and situating the VLS in the futures of virtual learning. Visit the [Virtual Learning Strategy website](#) to read the reports collection.

2021-22 VLS Reports Outline



2022-23 VLS Reports Outline



● Focus Report ● Foresight Report



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