

The Impacts of the Second Round of the Virtual Learning Strategy

Expanding the capacity and quality of virtual learning

The Virtual Learning Strategy is built on three key pillars:



Being the future



Being a lifelong learner



Being a global leader

The Second Round of the Virtual Learning Strategy (VLS) was announced in November 2021. This 8 million dollar investment furthered the goals of the First Round of the VLS by expanding the capacity and quality of virtual learning in Ontario's postsecondary education sector. Read more about the impacts of the first round of the VLS [here](#).

VLS Second Round Participation

5

Indigenous Institutes

23

Colleges

21

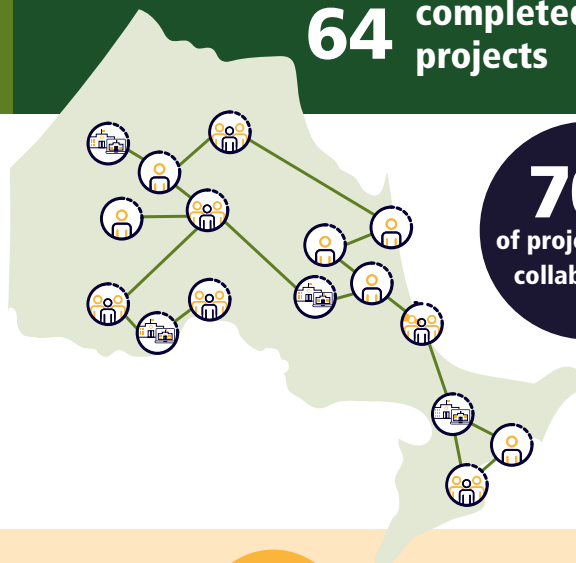
Universities

participated in at least one funded project through the EOI process

31 cross-region funded projects

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

64 completed projects



15 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).

70% of projects were collaborative

13

projects have outputs available in French

21

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

VLS Second Round Total Investment

The VLS was distributed in the following tranches:

Highlights

\$8 million



Digital Content

\$3.8 million

- Digital Content and Digital Content - XR through Expressions of Interest (EOI) (page 3)
- Sector participation in reviews of Educational Technology through [EdTech Sandbox](#)



Digital Capacity

\$2.9 million

- Targeted Supports and International Marketing projects through EOIs (page 3)
- Connecting institutions with targeted supports through [Ontario Exchange \(OEX\)](#)



Virtual Teaching and Learning

\$950,000

- [Promote adoption](#) of VLS materials
- Create mentorship opportunities and communities for [Digital Transformation](#)
- Develop resources for professional development across the sector



VLS Administration

\$406,000

- Program management and administration, monitoring and reporting of impact, sector engagement, building capacity for future virtual learning growth

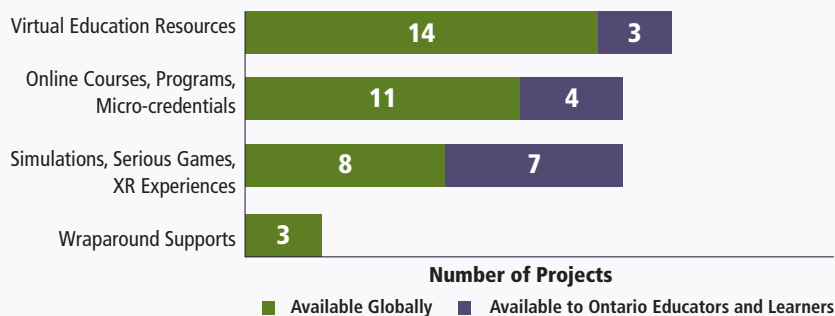
VLS Accomplishments

The following section explores the outcomes of the VLS with a breakdown of results per tranche through the EOI process ([more here](#)). The findings presented were collected from VLS project teams via the fourth quarterly report.

50
projects completed

The Digital Content tranche promoted the development, adaptation, and adoption of educational materials for virtual environments. This included the design and development of online, innovative content and collaborative practices that fostered understanding of how digital content serves pedagogy for all Ontario learners. This tranche also supported collaboration with industry partners for the development, market distribution, and pedagogical evaluation of AR and XR technologies.

Projects with Items Available in the VLS Collection



The VLS collection is available in Spring 2023 to Ontario educators and learners either through the Ontario Commons Licenses or worldwide access through an open license. Please visit the VLS Collection [here](#).

18
Institutions

9
projects collaborated with Ontario EdTech Companies to build AR and XR experiences

7 industry partners

- [ARHT Media](#)
- [Up360](#)
- [Propel VR](#)
- [Springbay Studios](#)
- [XpertVR](#)
- [EXAR Studios](#)
- [Stitch Media](#)

14
projects completed

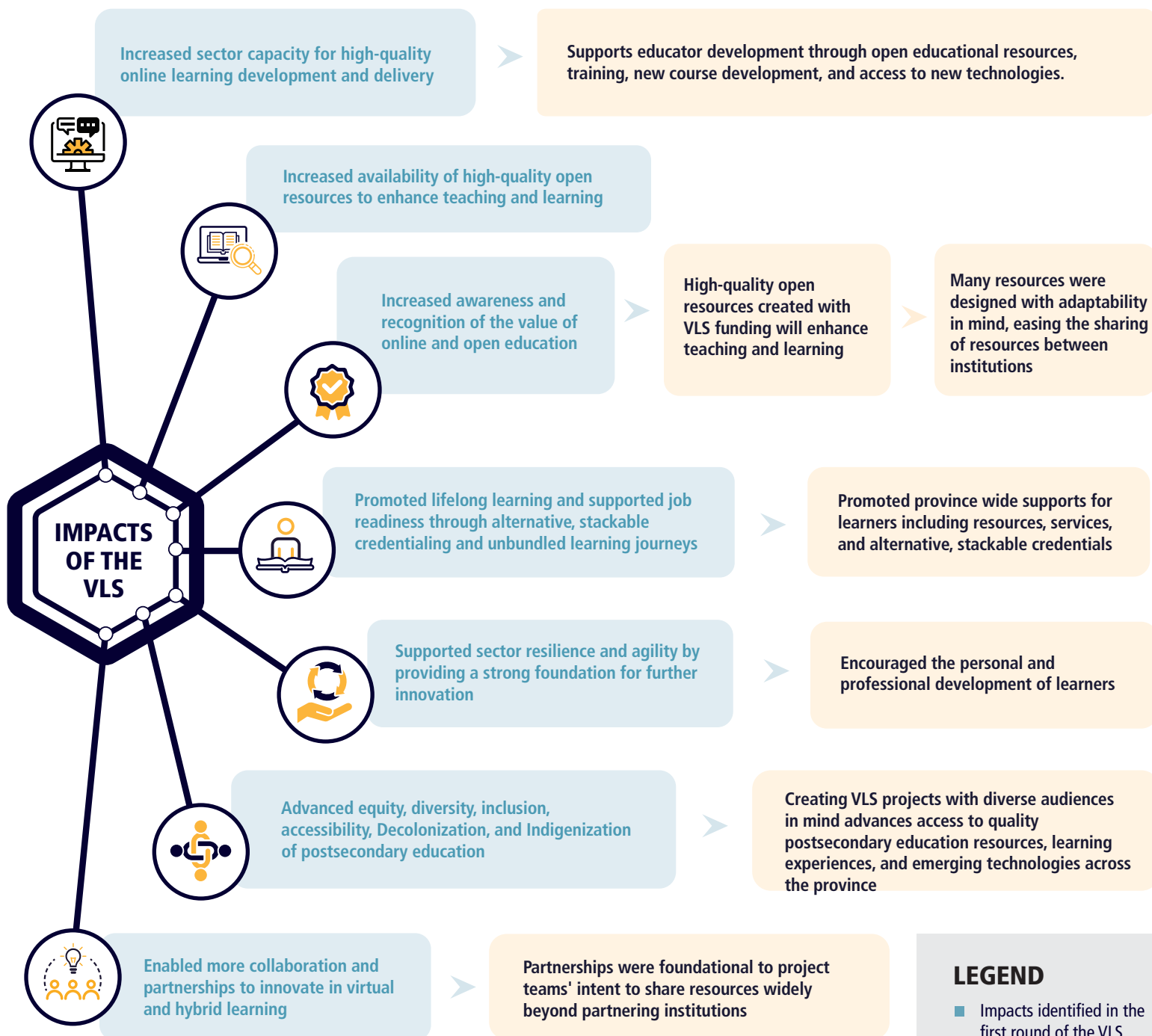
The Digital Capacity tranche was designed to support member institutions to achieve excellence in virtual teaching and learning. This included the hiring of: staff to support the development or delivery of virtual learning materials, student positions, and other support for designing and developing resources.

SUPPORTED		ACROSS	
1,600+ educators	21,000+ learners	2,500 courses	180+ programs
<p>ENGAGING EDUCATORS through coaching, workshops, online hubs, & conferences</p> <p>Supporting OPEN EDUCATIONAL RESOURCES through coaching, workshops, online hubs, & conferences</p>	<p>Designing for and supporting implementation of HYBRID, HYFLEX, AND ONLINE DELIVERY</p> <p>Increasing capacity to use LEARNING MANAGEMENT SYSTEMS</p>	<p>Redesigning LEARNER ENGAGEMENT for online and hybrid environments</p> <p>Strengthening WRAPAROUND SUPPORTS for student success</p> <p>International Marketing</p> <p>9 institutions collaborated to launch a new platform to promote supports for international students through their selection of online learning opportunities and application to study in Ontario.</p>	<p>DIGITAL CONTENT development, updating, and revision</p> <p>Creating and curating OPEN EDUCATION RESOURCES</p> <p>INSTRUCTIONAL DESIGN to enhance the online learning experience</p> <p>MULTIMEDIA development and integration in teaching and learning</p> <p>EDTECH review and implementation</p>
			<p>GUIDELINES AND FRAMEWORKS for quality hybrid and online teaching and learning</p> <p>Advancing ONLINE AND HYBRID PROGRAMMING</p>

Impacts of the VLS

In both rounds of the VLS, in the final reporting period, VLS project teams were asked a series of qualitative questions related to their project and its anticipated impacts across the sector. Open-ended responses were analyzed using an inductive thematic analysis. Major themes and aggregate quantitative findings were triangulated and are presented together in the diagram below to share an evidence-informed narrative about how the VLS has impacted the postsecondary sector.

The diagram below demonstrates how impacts reported from project teams in the second round of the VLS relate to impacts reported in the first round of the VLS. Unique impacts and future considerations are presented to the right of the diagram.



LEGEND

- Impacts identified in the first round of the VLS
- Impacts identified in the second round of the VLS

Opportunities for Further Development

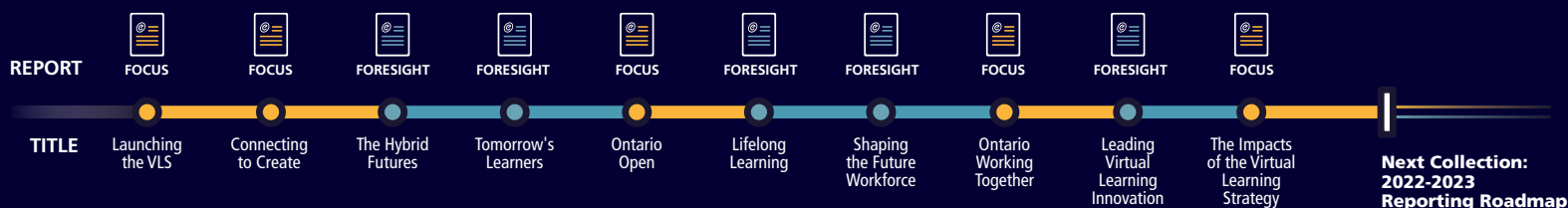
With the completion of the second round of the VLS in March 2023, project teams expressed that they want to continue furthering the goals of the VLS. Here, we explore the ways in which project teams would like to see continued contributions to these goals.

A survey of learners at Ontario's publicly-assisted Indigenous Institutes, colleges, and universities indicated that of 344 learner respondents, 210 (61%) did not know that VLS items are available in the Open Library, only 66 (19%) were aware, and 35 (10%) were unsure. This data was supported by the calls of VLS project teams, who indicated that they need promotional assistance to ensure that learners and educators across Ontario are able to access, adapt, and adopt VLS-supported materials. Project teams also indicated that they would like more time and support to continue improving upon, developing new iterations of, and supporting their VLS projects. eCampusOntario encourages continued adoption and adaption of VLS projects after their annual funding cycle.

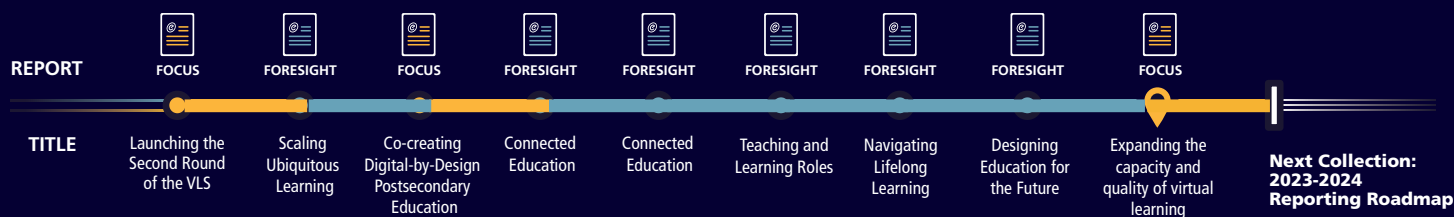
Some of the data presented in this infographic has been rounded and represent approximations. If you have questions or would like more information, please contact vl@ecampusontario.ca.

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