OCULL Retreat and Annual General Meeting
<mark>**Final Schedule**</mark>

Thursday, October 25, 2018

Time	Activity
10:00 – 10:15 am	Welcome and Opening Remarks
10:15 – 11:15 am	*Keynote Presentation* Lena Patterson, Senior Director, Programs and Stakeholder Relations, eCampusOntario **Strategies to build a sustainable open education community** Strategies to build a sustainable open education community are as unique as the culture, geography and individuals that make up our institutions. In Ontario, this diversity is pronounced in a system of 24 colleges, 21 universities and just over a million full time students. Large jurisdictions considering strategies to initiate or support open education often ask the same set of questions: where do we start? And, how do we encourage institution leaders to adopt open education policy while supporting grassroots movements on campus? Over the past two years, eCampusOntario has been successfully supporting everything from grassroots OER movements to 'grasstips' advocacy through teaching and learning administrators at colleges and universities. While it is true that different audiences respond to different approaches, it is critical that individuals at all levels of an institution be empowered to become advocates for open education. This session will explore the benefits of building a diverse open education movement at scale ("Open at Scale") through the exploration of eCampusOntario open practice programs and

	initiatives, including key stakeholder empowerment, community building and shared services infrastructure. *Lena has been a part of the eCampusOntario team since the organization opened shop in August 2015. She worked closely with the government to establish the consortium model in Ontario and now heads up a growing project team in her role as Senior Director, Programs and Stakeholder Relations. Lena focuses on cross-pollination, collaboration and the promotion of open education, access and innovation in online and technology-enabled teaching and learning across the province. Lena has an MA from Dalhousie University and is a student in the Doctorate of Education (EdD) in Educational Leadership program at Western University. You can find her on twitter @lpatter10 and blogging at chatter.themasthead.ca.* *Dorset & Norfolk*
11:15 – 11:30 a.m.	**Networking Break**
11:30 a.m. – 12:30 p.m.	**Lightning Consultations: (~15 min each)** 1. Quality Assurance: Methods, Policies, and Academic Integrity Online Testing 2. About our Learners and what they want: Marketing and Promotional Strategies 3. Managing work, projects, finances: Project Management Tracking and Systems 4. Managing work, projects, finances: Implementation and Financial Cost Planning *Dorset & Norfolk*
12:30 – 2:15 p.m.	**Lunch / Annual General Meeting** **Presentation of Honourary Membership** ***Dorset/Norfolk***
2:30 – 3:30 p.m.	**Session 1**
	Anne-Marie Brinsmead and Alex Ferworn, Ryerson University

How Gen Z & Siblings Obtain F/T High Income Jobs Where Job Shortages Exist Via Our University CE Certificate Fast Tracks

Looking at GEN Z continuing education students demanding Fast Track programs with high-end skills' acquisition in areas of deep labour market shortages, this session articulates the GEN Z adult student profile (different from their Millennial siblings) in Canada and details current F/T high income labour market job shortages. It builds in real-time an in-class/online Fast Track Certificate program with lab Makerspaces, just-in-time customized learner support, expert practitioners, a virtual coach, labour market updates, soft skills mentorship, employer linkages and job attainment support. The Take Away from participating experientially in this "creative practice" simulation for attracting GEN Z adult students consists of just-in-time, labour-market-shortage-driven programming and ground-breaking program management -- together with practical solutions --, to take back to our home institutions in order to invent "workforce demand" Fast Track Certificates that lead to how our GEN Z adult students may leverage obtaining F/T, high paying jobs NOW!

Dorset

Aldo Caputo and Domenica De Pasquale, University of Waterloo

Online Learning Impact Study at the University of Waterloo

This presentation will share the results of our study of the impact of online learning at the University of Waterloo, conducted over the past year. The goal of this study, funded by eCampus Ontario, was to provide data that all institutions could use to make informed decisions about the implementation of online programming, as well as produce a research model to assess the impact of online learning at their own institutions.

In this mixed-methods study, we developed a logic model of the online learning environment at Waterloo, and used quantitative institutional data combined with qualitative data gathered from students, instructors, and both administrative

	and academic staff, to assess the impacts of online course and program activity on students, instructors, and the institution. We will share significant findings from the study, focusing on the impact on access for students to education and ability for the institution to attract net-new learners; effects on student retention, success, and well-being; effects on instructor knowledge and efficacy, as well as course design; and economic impact on the institution. We will also present concerns identified at various levels that can be addressed to increase the likelihood of online programming success. *Norfolk*
3:30 – 3 :45 p.m.	**Networking Break**
3:45 – 4:45 p.m.	**Session 2**
	Nicole Tate-Hill, Katrina McIntosh and Aimee Froude, Western University **Work Integrated Learning in Continuing Education** Graduating from university and beginning the job search process is a daunting prospect for most recent graduates. While exceptionally eager to make a meaningful contribution to the workforce, recent graduates often struggle to connect their skills to practice. Work integrated learning (WIL) is gaining traction both federally and provincially. Developing programs with a WIL component enables students to learn who they are as professionals and in what sort of career they will excel. Ultimately, WIL opens doors with meaningful professional experience and an understanding of what comes next. As leaders in the WIL field, we seek to share some best practices and success stories from our seven one-year career focused post degree diploma programs; all of which have a required four-month WIL component. Delivering these programs for over fifteen years, we seek to encourage other CE units that offer both degree and non-degree credit programming to explore the options that WIL can provide their students. Through career management expertise, dedicated one-on-one support, small cohorts and curriculum that ties directly to the practicum (WIL) experience, our programs have a 93%

	employment rate in their field of study one year post graduation. *Dorset*
	Beverly King, Queen's University **Enhancing course development process to facilitate a transformative experience** Funded by eCampusOntario, this qualitative, multiple-case-study design used in-depth one-on-one interviews with instructors new to online course development and teaching, to learn their perspectives on a multidisciplinary development support model. Using Cranton's (2002) adaptations to Mezirow's Transformative Learning Theory paradigm (Mezirow, 1996), findings reveal the importance of critical reflection and discourse during the course development process, as well as the need to acknowledge time management concerns and the hidden curriculum of interacting with instructors as students. *Norfolk*
4:45 – 6:00 p.m.	Free / Social Time
6:00 – 8:00 p.m.	Dinner (Buy Your Own) (*A long table has been reserved at the Bruce Restaurant*)

Friday, October 26, 2018

Time	Activity
9:00 – 9:05 a.m.	Welcome and Opening Remarks
9:05 – 10:00 a.m.	**Session 3**
	Laura Kinderman and Marisa Lavoratore, Queen's University **Using Student Voices to Build Better Learning Opportunities** When designing an online learning environment, how can instructors, developers and designers ensure that students are having the best possible learning experience? The Bachelor of Health Sciences (BHSc) at Queen's University is a fully online, competency-based, 4-year degree program where the competencies and assessments inform and guide the development of course content. Under the direction of instructors, our team of graphic designers, instructional designers, student course developers, and web developers sculpt this content into learning modules filled with responsive, applicable and motivating assessments. Our learning modules are built using the Articulate Storyline authoring tool. We selected this tool because it allows us to present an effective and visually appealing guide through the content. Furthermore, it offers the flexibility and customization necessary to include a variety of slide options. By leading students through the content in a Storyline package, we can insert a multitude of self-assessment opportunities, multimedia elements and content interactions. By presenting these frequent and meaningful formative self-assessments, our goal is to make certain our learners are better aware of their own understanding, more motivated to complete their learning modules and more accountable for their learning. However, as designers and developers, we need to ensure that we are meeting these goals as well as the expectations of our students. To test these the BHSc delivers a User Experience Survey each term to measure student satisfaction, gauge learner technical skills, and inquire as to student interest in potential new features. Using this information, the BHSc team is equipped to continue building learning modules that exceed the expectations of our learners. Supplied with a better

	understanding of how our learners navigate and experience our learning modules, our new courses continue to demonstrate innovation. Further, this information informs our iteration process as we identify and prioritise previous learning modules that require updates and enhancements. *Dorset*
	Kelly Brennan and Sarah Bouchard, Laurentian University **Instructional Design Workplace Professional Development Discussion** Many institutions participate in external professional development initiatives such as workshops, conferences, formal training sessions, and additional learning pursuits via degrees and certificates. What about internal and more informal professional development initiatives within departments that allow for staff to deepen their knowledge and engage in an internal community of learners associated with their practice? We invite attendees to participate in an open discussion and to share some of the initiatives their units have undertaken to expand your "in-house" professional development opportunities. Here are some questions to help guide our discussion: • What types of professional development activities does your unit/department do in the workplace? • With regard to conferences, does your department encourage any debrief or takeaway sessions for staff who were not able to attend? • When you return from a conference, workshop, formal training event, etc., does your unit have any procedures in place for initiating or proposing work-based projects based on any new learning or key takeaways? *Norfolk*
10:05 – 11:00 a.m.	**Session 4**
	Barb Huffman and Carla Douglas, Queen's University **Using the Publishing Model to Expand Course Offerings** Continuing Teacher Education and Professional Studies (CTEPS) is the course production unit located in the Faculty of

Education at Queen's University. It began in the 1990s, developing and delivering additional qualification courses for Ontario teachers. Since 2002, all of our courses for teachers have been delivered online. We have expanded to include courses for teachers in BC, and New York State. We've also added a Professional Studies branch to the unit, offering courses for editors, international education administrators, early childhood educators and educational assistants. We've also recently added third-age learners to the mix with our Ever Scholar program. Since 2012, our enrolment has grown by 23 percent, and our course offerings have expanded to nearly 140 (including Professional Studies).

How do we do this? We use a publishing model for development and production. We identify our audience and then we meet them where they are. To do this, we

• look at our existing audience to find a new one. We ask, who is like our existing audience?

• identify as many descriptors as we can about them, e.g., how do they prefer to learn? How do they prefer to receive information, e.g., journal articles, videos, etc.? What is the optimum price point for this demographic?

• engage with professional or standard-setting organizations, governing bodies, etc., and identify gaps in available training

• remain flexible, responsive and innovative, and also willing to take some risks

• experiment with digital tools for learning

• develop customized tools to assist with course development, production and quality

Using this model builds checks and balances into the process and aids decision making.

Dorset

Alex Andrei and Lars Svekis, Ryerson University

Empower Your Team With Google Apps

Are there applications that do exactly what you need without spending too much effort? The session will explore various case studies from the work we do at DES to show how we leveraged a combination of Google Apps and enhancements done with Google Scripts to create tailored applications for out process.

	The presentation will be designed to address non-technical audiences and based on use-cases that we encountered at during our work with internal and external clients. The structure is 1. Presenting some common problems 2. Brief introduction to Google Apps 3. Basic Examples for "Out of the Box" solutions 4. Advanced Examples with Google Scripts integration 5. Overview of the resources that will help developing solutions *Norfolk*
11:00 – 11:15 a.m.	**Networking Break**
11:15 a.m. – 12:15 p.m.	**Keynote Presentation** David Leposky, Chair, Accessibility for Ontarians with Disabilities Act Alliance **How can we make education more accessible? How should we accommodate students in post-secondary learning?** This keynote will provide an overview on the progress on Ontario's efforts to break down barriers for persons with disabilities this presentation will focus on the efforts in the post-secondary education. Practical examples will leverage Universal Design for Learning and promote inclusive education. *David Lepofsky is a visiting professor (part-time) at the Osgoode Hall Law School and an adjunct member of the University of Toronto Faculty of Law. He holds volunteer leadership roles in the disability community. He is chair of the Accessibility for Ontarians with Disabilities Act Alliance and the chair of the Toronto District School Board's Special Education Advisory Committee. He is also the author of one law book, and the author or co-author of 30 law journal articles or book chapters on topics including constitutional law, criminal law, administrative law, human rights, and the rights of persons with disabilities.* *Dorset & Norfolk*

12:15 p.m.	Closing Remarks / Buffet Lunch