

# Transforming Together



**2023-2024**  
**ANNUAL REPORT**

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**[ecampusontario.ca](http://ecampusontario.ca)**

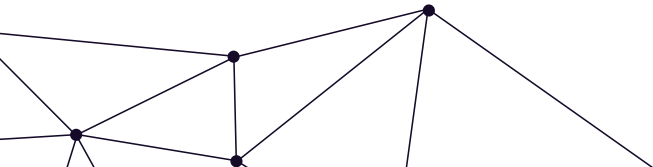
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# Introduction



# / About eCampusOntario

**eCampusOntario is a not-for-profit organization that accelerates the transformation of postsecondary digital learning in Ontario to increase participation in higher education.**

eCampusOntario leads a consortium of the province's publicly assisted colleges, universities and Indigenous Institutes to advance the development and adoption of online and digital learning technologies, programs and environments. eCampusOntario works with its members to accelerate the transformation of digital learning through investment, innovation, collaboration and foresight research. For every dollar invested,

eCampusOntario programs generates five dollars of positive impact for Ontario colleges, universities, and Indigenous Institutes by increasing efficiencies and support for high-quality digital learning development and delivery.

**For more information,  
visit [www.ecampusontario.ca](http://www.ecampusontario.ca)**





# / Message from the CEO



**Robert Luke, PhD**

Chief Executive Officer  
eCampusOntario

**The theme of this year's Annual Report, *Transforming Together*, addresses the opportunity space that Ontario's colleges, universities and Indigenous Institutes occupy today.**

**We are at a challenging inflection point.**

The last four years have ushered in transformational shifts in how learning materials are developed, delivered and received, with more flexible models creating new and better options for learners from all walks of life, backgrounds and circumstances to participate in the learning they need to be successful in work and in life.

**The \$70-million investment by the Government of Ontario through the Virtual Learning Strategy has greatly accelerated digital higher education in Ontario, lifting the skill sets and improving the digital fluency of institutions and their educators and learners.**

Facing both long-standing challenges alongside a surge of new tests, the sector cannot pause in its transformation. It must continue to work collaboratively to find creative, innovative ways to address the issues it faces.

Perhaps the most persistent of these challenges is the ongoing financial balancing act between sometimes-uncertain revenue sources and the need to deliver a world-class educational experience in a fiercely competitive global marketplace. Reductions this year in the numbers of international student visas will make this balancing act even more delicate for many of

Ontario's postsecondary institutions that had come to rely heavily on this revenue source.

Demographic shifts, such as an aging population and increasing diversity, require the sector to adapt to the changing needs and expectations of learners. Institutions must provide inclusive and accessible education that meets the diverse needs of students from different backgrounds and age groups, and those with diverse abilities, language capabilities and financial capacity. The demands of a rapidly evolving workplace, itself struggling to respond to emerging technologies, is driving a growing emphasis on lifelong learning to continuously equip people with the upgraded skills they need to succeed in work and in life.

While technology enables new ways of delivering education, making it more cost-effective, efficient and accessible, it is also changing the expectations and demands of learners, requiring institutions to make investments to incorporate technology into their teaching and learning practices.

Wrapped around all this is climate change, which is compelling educational institutions to address sustainability and environmental issues. They must incorporate sustainability practices into their operations and curriculum to prepare students for the challenges and opportunities of a changing climate.

**Some of the answers to these myriad challenges are to be found in the spirit and intent of our annual report theme, *Transforming Together*.**

Collaboration and cooperation among postsecondary institutions are crucial in addressing the challenges and opportunities they face. Collaboration allows institutions to pool their resources, knowledge and expertise. By working together, they can leverage their collective strengths and capabilities to tackle complex issues and find innovative solutions.

By sharing resources and infrastructure, institutions can reduce duplication of efforts and expenses, leading to increased efficiency and cost-effectiveness. By engaging in joint initiatives, institutions can explore new approaches, experiment with emerging technologies and develop innovative programs.

**Collaboration among institutions strengthens their collective voice and influence. By working together, institutions can advocate for policy changes, funding support and other initiatives that benefit the sector as a whole.**

This collective advocacy can have a greater impact and help shape the future of education at regional, national and international levels.

Convening the entire provincial postsecondary sector along with its stakeholders in government and industry is the mandate of eCampusOntario. This annual report outlines some of the ways in which we have continued to help the sector build its digital capacity, improve its resilience and forge necessary links with industry and business over the past year.

The \$70-million Virtual Learning Strategy has improved the digital capacity of institutions and educators,

supported the digital fluency of educators and learners, and increased accessibility to postsecondary learning in a number of different ways.

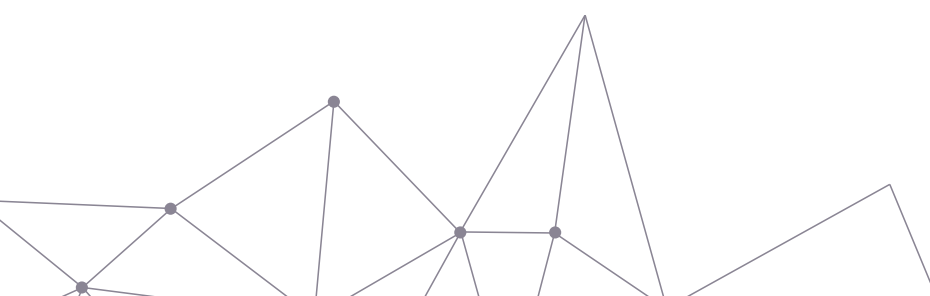
Nearly 4,500 new Open Educational Resources were created and added to our Open Library, making high-quality materials available to educators and learners at little or no cost while improving the representation in those materials from previously underrepresented groups. A significant new program started to address the findings of an environmental scan that Francophone educators and learners do not have the same resources and opportunities as their anglophone counterparts, putting them at a disadvantage. Ongoing initiatives were launched to bridge these gaps and achieve greater equity between Francophone and anglophone institutions.

We are also proud of the steps we took this past year to bring more meaningful representation to our governance structures from our Indigenous Institute members. True reconciliation calls for concrete action, and the new board structure you will read about in this report is, we believe, one such act.

None of what we have accomplished would be possible without the vision and guidance of an active Board of Directors. The many voices of our community are heard from our postsecondary stakeholder groups and the eCampusOntario Advisory Committee. We are grateful to the Government of Ontario that funds our efforts to bring our sector together.

**The active participation and collaboration of so many diverse actors in our sector, along with the commitment, creativity and professionalism of all the members of our team, is a daily reflection of what we can achieve when we work together.**

**By transforming, together, the postsecondary sector, so critical to a successful economy and a high-functioning civic society, will co-create a better future for all Ontarians.**





# / Message from the Co-chairs

## We are at a defining moment for higher education in Ontario.

The convergence of business, society and technology is driving the digital transformation of all aspects of our lives, reshaping our economy, social interactions and physical world. The urgent climate crisis is causing socioeconomic disruptions, from extreme weather events to supply-chain challenges. All while our aging population is fundamentally altering healthcare, workforce dynamics, immigration policies and our way of life.

### We all want more from higher education to keep pace with the forces of change.

The above words from the introduction to eCampusOntario's new strategic plan dovetail tightly with the theme of this year's Annual Report, *Transforming Together*. Both build on the last several years that saw colleges, universities and Indigenous Institutes in Ontario come together with government support, industry input and strong leadership from eCampusOntario to advance digital higher education in the province. We now turn our attention to the further urgent work that eCampusOntario must do to inspire excellence in the co-design of digital higher education, to promote new learner access and participation, and to engage employers to drive innovation and systems change to enhance capabilities across the sector.

This annual report focuses on the impacts that the Government of Ontario's \$70-million Virtual Learning Strategy had during the three years in which it built capacity within the sector; advanced digital fluency amongst both educators and learners; improved accessibility, inclusion and representation; addressed gaps in resources available to Francophone educators and learners; and created thousands of new Open Educational Resources. The VLS is very much the frame within which the full impact of investments into eCampusOntario's efforts around digital transformation are discussed in this report. For every dollar invested, eCampusOntario programs generated more than five dollars of positive impact for Ontario colleges,

universities and Indigenous Institutes by increasing capacity, efficiencies and support for high-quality online learning development and delivery.

The annual impact of our full portfolio of programs now totals \$32.5-million, with \$15.6-million of that manifesting in direct student benefits.

Within eCampusOntario, we are taking a meaningful step to advance our commitment to reconciliation with, and inclusion by, the province's Indigenous peoples.

**The structure of our Board of Governors is being amended to permit representation on the board by Ontario's Indigenous Institutes, and to ensure that an Indigenous Institute board member is always included in a three-person rolling-chair system.**

We are proud to lead by example in encouraging other higher education organisations and institutions to make similarly effective moves towards greater reconciliation.

We are grateful for the leadership that eCampusOntario CEO Dr. Robert Luke brings to the organisation, and for the dedication, ingenuity and professionalism of our employees. We also gratefully acknowledge the funding we receive from the Government of Ontario and the endorsement of our goals, objectives and activities that it represents. We continue to rely on the insight, guidance and feedback of our engaged Board members and we thank them for their valuable service.



**Steven Murphy**  
*President and Vice-Chancellor*  
Ontario Tech University



**Ann Marie Vaughan**  
*President and CEO*  
Humber College

# / Member Institutions (As of March 31, 2024)

Our members and their learners and educators are why eCampusOntario exists.

In collaboration with our members, we work to build a strong foundation for the long-term evolution of virtual learning to deliver rich, equitable, inclusive and flexible digital educational experiences.

## Colleges

- Algonquin College
- Collège Boréal
- Cambrian College
- Canadore College
- Centennial College
- Conestoga College
- Confederation College
- Durham College
- Fanshawe College
- Fleming College
- George Brown College
- Georgian College
- Humber College
- Collège La Cité
- Lambton College
- Loyalist College
- Mohawk College
- Niagara College
- Northern College
- St. Clair College
- St. Lawrence College
- Sault College
- Seneca College
- Sheridan College

## Universities

- Algoma University
- Brock University
- Carleton University
- University of Guelph
- Université de Hearst
- Lakehead University
- Laurentian University
- McMaster University
- Nipissing University
- OCAD University
- Université de l'Ontario français
- Ontario Tech University
- University of Ottawa
- Queen's University
- Royal Military College of Canada
- Toronto Metropolitan University
- University of Toronto
- Trent University
- University of Waterloo
- University of Windsor
- Western University
- Wilfrid Laurier University
- York University

## Indigenous Institutes

- First Nations Technical Institute (FNTI)
- Kenjgewin Teg
- Ogwehoweh Skills and Trades Training Centre
- Oshki-Pimache-O-Win: The Wenjack Education Institute
- Seven Generations Education Institute
- Six Nations Polytechnic

# / Board of Directors (As of March 31, 2024)

We are honoured by the diversity of the eCampusOntario Board of Directors and the passion they bring.

Composed of students, faculty, administrators and members of the public, the Board collaborates to establish eCampusOntario as a leader in online and technology-enabled learning.

## Board Co-chairs

**Steven Murphy**  
President and  
Vice-Chancellor,  
Ontario Tech University

**Ann Marie Vaughan**  
President and CEO,  
Humber College

## Board Directors

**Paulette Bonin,**  
Vice-President,  
Academic Affairs, Collège  
Boréal

**Aldo Caputo**  
Director, Centre for  
Extended Learning,  
University of Waterloo

**Chun Chih Chen**  
Student,  
University of Toronto

**André Côté**  
Principal Consultant,  
Côté & Company  
Strategies

**Aidan D'Souza**  
Student,  
Seneca College

**Laurie Harrison**  
Director, Digital Learning  
Innovation,  
University of Toronto

**Jenni Hayman**  
Chair, School of  
Business - Online,  
Conestoga College

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Executive Director,  
Ontario Council on  
Articulation and Transfer  
(ONCAT)

**Janet Hope**  
Vice-President,  
Policy and Innovation,  
Colleges Ontario

**Josh Lovell**  
Director, Policy and  
Sector Collaboration,  
Council of Ontario  
Universities

**Marilyn Herie**  
Vice-President,  
Academic and Chief  
Learning Officer,  
Centennial College

**Roberta Iannacito-  
Provenzano**  
Provost and Vice-  
President, Academic,  
Toronto Metropolitan  
University

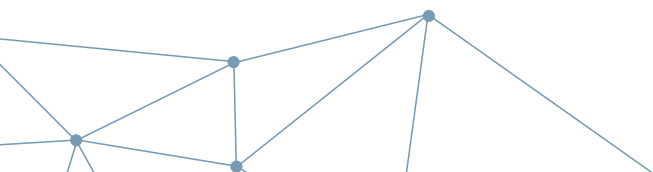
**André Léger**  
Associate Dean,  
School of Contemporary  
Teaching and Learning,  
St. Lawrence College

**Angela Lockridge**  
Consultant,  
Angela Lockridge  
Consulting





# Transforming Together





# / Transforming Together

**Transformational change, driven by accelerating advances in technology, climate change and the transition to a low-carbon economy, and other economic and geopolitical forces is requiring every part of society and every sector of the economy to adapt. Ontario's postsecondary sector is no different, and our province's colleges, universities and Indigenous Institutes face the same forces of change along with others that are unique to the sector.**

There are many critical imperatives driving postsecondary institutions to be more accommodating and flexible in their approach to education. Some of these are technological advances with implications for how learning is delivered, received and evaluated. Others are rooted in the ways in which society and workforces are in constant flux, posing both novel and more entrenched considerations for how institutions must respond. And some reflect a need for structural change to adapt to challenges around persistent financial challenges, sustainability and climate change.



## **Transforming Together: The sector must collaborate in ongoing technological transformation**

These imperatives, and some of the ways in which the sector can utilise appropriate technologies to respond them, are addressed in this annual report from eCampusOntario, the theme of which is *Transforming Together*. The continuous tense of the first word reinforces that transformation is an ongoing process. The second word, meanwhile, reflects the collaborative nature of the transformation that must take place within the sector. It speaks to eCampusOntario's unique role in convening sector stakeholders in the pursuit of shared objectives to respond to the needs of learners, to support and facilitate educators and staff, and to understand what business and industry are looking for in a well-educated workforce.

The forces for change that are acting on the postsecondary sector are diverse. Institutions are facing a shift in learner demographics, with an increasing number of learners entering higher education with different sets of needs. To meet the needs of groups including adult learners, working professionals, parents, individuals with disabilities and those from diverse cultural backgrounds, institutions must be more accommodating and flexible in terms of scheduling, delivery modes and support services.

The demands of the workforce are constantly changing due to technological advancements, globalization, the move to a lower-carbon economy and other economic shifts. Institutions need to ensure that their programs and courses align with the skills required in the job market of today and of the future. This requires flexibility in curriculum design, the integration of industry-relevant content, and the ability to offer specialized training and upskilling opportunities.

**Rapid advancements in technology have transformed the way we live, work and learn. Institutions need to deploy relevant technologies to enhance the learning experience, provide access to digital resources, facilitate online and blended learning, and support innovative pedagogical approaches.**

This necessitates a flexible and adaptable approach to evaluate emerging technologies and integrate them into teaching and learning practices.

Lifelong learning has become essential in today's rapidly changing world. Individuals need to continuously update their skills and knowledge to remain competitive in the job market. Institutions must offer flexible learning pathways, micro-credentials and opportunities for professional development to support lifelong learning. This requires a shift from traditional, linear educational models to more flexible and modular approaches.

Budgetary pressures are an ever-present reality for a sector chronically seeking to balance escalating costs, fluctuating funding sources and the need to maintain globally competitive standards. Recent changes to regulations around foreign-student visas will compound those challenges for institutions that relied heavily on the revenue this cohort represented. Institutions can benefit from innovative ways to deploy technology to create efficiencies, reach new cohorts of learners and lower costs.

Institutions are recognizing the importance of creating inclusive and accessible learning environments. They need to accommodate learners with diverse needs, including those with disabilities, language barriers or learning differences. This involves providing accessible materials, assistive technologies, inclusive teaching practices and support services to ensure that all learners can fully participate and succeed.

Globalization has increased the interconnectedness of economies and societies, leading to a demand for globally competent graduates. Institutions need to offer international experiences, cross-cultural learning opportunities and global perspectives in their curricula. This requires flexibility in program design, partnerships with international institutions and the integration of intercultural competencies into the learning experience.

Institutions are shifting towards student-centered approaches that prioritize the individual needs, interests and aspirations of learners. This involves

personalized learning pathways, competency-based education, learner agency and the recognition of prior learning. Technology-enabled learning and bite-sized, stackable micro-credentials addressing specific skills needs create a broader range of options. Institutions must be flexible in their approach to curriculum design, assessment methods and support services to ensure that learners are actively engaged and empowered in their educational journey.

**A well-educated populace is essential to the success of any country. It creates a skilled and dynamic workforce responsive to the evolving needs of business and industry. It fosters an engaged citizenry, able to bring critical analysis and informed participation to its civic engagement. It cultivates the creativity, inventiveness and resourcefulness needed to tackle and find solutions to the myriad serious challenges we face.**

The balance of this annual report details some of the ways in which eCampusOntario is delivering on its mandate to convene all stakeholders in the postsecondary sector in pursuit of these ambitions.



# / Virtual Learning Strategy

## Three years of VLS investments powered meaningful impact across the sector

The Virtual Learning Strategy was launched by the Government of Ontario during the pandemic in response to the urgent requirement that the postsecondary sector dramatically increase its digital capacity. Over the three full years of a \$70-million investment, the Strategy funded collaborative projects at every one of eCampusOntario's 56 members all across the province – 9 Indigenous Institutes, 24 colleges and 23 universities.



**Nearly 4,500 new Open Educational Resources were developed, all of which now reside in eCampusOntario's Open Library to be shared without cost across Ontario and beyond.**

With the VLS now having come to an end, it is the frame within which this report will discuss its major accomplishments and the manner in which it has accelerated the digital transformation of the postsecondary sector, setting the stage for the critical ongoing transformation to come.

## VLS-funded digital transformation improved capacity, accessibility, digital fluency

While the initial impetus of the Virtual Learning Strategy was to help postsecondary institutions respond to an urgent need to shift to online delivery of learning, it quickly evolved to support broader objectives. Key among these were to improve the digital capacity of

institutions and educators, to heighten the digital fluency of educators and learners, and to improve accessibility in a number of different ways.

The VLS provided financial resources to institutions, enabling them to invest in technology infrastructure, software and hardware, helping them to upgrade their technological capabilities and create a more robust digital environment for teaching and learning. It offered technical assistance to institutions, providing them with guidance and support in implementing and managing technology solutions.



**Collaboration and knowledge sharing among institutions was encouraged.**

By bringing institutions together, opportunities were created for sharing best practices, experiences and lessons learned in leveraging technology, fostering a collective effort to enhance digital capacity across the sector. Institutions and educators were able to explore new and innovative pedagogical options facilitated by technology, and were encouraged to experiment with new technologies and teaching methods, fostering a culture of innovation and continuous improvement.





## Digital fluency equips educators, learners for an ever-changing world

In a world where new digital technologies are introduced almost daily, mastering any specific app or tool is far less relevant than learning how to adapt swiftly to the next app or tool, whether that is in school, in the workplace or simply navigating a digital life at large.

Improving the digital fluency of both educators and learners is a key outcome of the Virtual Learning Strategy as well as an ongoing priority for the sector. Some ways in which this was accomplished include:



**A cohort of 56 learners was facilitated through the Digital Transformation Leadership micro-credential.**



**In partnership with Contact North, a Digital Fluency micro-credential was designed and piloted for more than 1,000 learners.**



**More than 200 faculty were led through Ontario Extend sprints, and Online Teaching Fundamentals were created and piloted to 68 faculty.**



**77 EdTech products made available through eCampusOntario's Sandbox, a safe and risk-free space for institutions to experiment with educational technology tools that support digital transformation.**

If educators are to foster digital fluency in their learners, they must be encouraged to innovate and experiment themselves. They must become comfortable with, and knowledgeable about, the use and power of technology. These supports enabled institutions to enhance their digital capabilities and provide learners with access to digital resources and platforms. Professional development initiatives and programs for educators, such as micro-credentials and Ontario Extend, offered training and support in using technology effectively in the classroom, helping educators improve their digital fluency and integrate technology into their teaching practices.

## Technology is an enabler of greater accessibility, inclusiveness, representation

**“For people without disabilities, technology makes things convenient, whereas for people with disabilities, it makes things possible,”**

Judith Heumann, then-assistant secretary of the Office of Special Education and Rehabilitative Services, U.S. Department of Education, said in 1998.

This is true of people with disabilities, people whose remote location or other life responsibilities make it challenging to attend in-person learning, and people for whom the high cost of postsecondary education is a significant barrier.

By equipping institutions with the resources, both financial and technical, to adapt swiftly to the changing landscape of education delivery, accessibility has been improved in a number of ways. Increased flexibility allows learners to access education through online learning platforms or virtual classrooms, reducing limitations in attending traditional in-person classes due to work schedules, caregiving responsibilities, geographical constraints or personal circumstances.

By providing access to high-quality educational resources without the need for expensive textbooks or course materials, financial barriers to education have been reduced, making learning more accessible to a wider range of learners. Materials that reflect diverse perspectives and experiences, including those of Indigenous learners, make education more inclusive and accessible to learners with different ethnic, socio-economic and demographic backgrounds.

Technology offers significant benefits in improving access to education for people with disabilities. Assistive devices and software can help individuals with disabilities overcome barriers to learning. Remotely accessible online platforms are particularly beneficial for individuals with disabilities who may face challenges in attending physical classrooms. Individuals with disabilities often have unique learning needs, and technology can be tailored to accommodate those needs. Access to diverse learning materials ensures that individuals with disabilities have equal opportunities to acquire knowledge and engage with educational content.



# / Open Library

## Nearly 4,500 new Open Educational Resources developed for Open Library

Open educational resources (OER) are freely accessible and openly licensed learning materials that can be used for teaching, learning and research. These resources can include textbooks, lecture notes, videos, interactive modules and other educational materials that are available online for anyone to use, modify and share. OERs are designed to promote access to, and reduce the cost of, education by eliminating the need for expensive textbooks and other proprietary materials. They are often created and shared by educators, institutions and organizations who believe in the principles of open education and the importance of making education more accessible and affordable for all learners.



**The impact of OERs can be significant and far-reaching. OERs provide free and open access to educational materials, removing financial barriers and increasing access to education for learners around the world.**

By replacing expensive textbooks and proprietary materials with freely available resources, students can save money on course materials, making education more affordable and accessible. OERs constitute a major proportion of the \$15.6-million impact eCampusOntario delivers in direct benefits to learners.

OERs are typically licensed under open licenses that allow users to modify, adapt and customise the materials to suit their specific needs. This flexibility enables educators to tailor the resources to their teaching styles, learning objectives, and the needs of their students. OERs foster collaboration and knowledge sharing among educators and institutions. By openly sharing their resources, educators can benefit from the expertise and experiences of others, leading to the creation of high-quality, innovative educational materials.

OERs can support innovative teaching practices and enhance learning outcomes. Educators can leverage a wide range of OER to create engaging and interactive learning experiences, incorporating multimedia, interactive elements and real-world examples. OERs promote the sharing of knowledge and resources across borders, fostering a global community of educators and learners. This exchange of ideas and perspectives contributes to cultural diversity and a more inclusive education system.



**OERs can be easily updated, revised and shared, ensuring that educational materials remain relevant and up-to-date.**

This scalability allows for the widespread dissemination of knowledge and the continuous improvement of educational resources.

eCampusOntario is a global leader in the development of open educational resources. Its Open Library of learning materials reduces costs and barriers to entry for Ontario students, and engages educators and creators of materials in the collaborative development of materials. It also provides opportunities for learners from previously underrepresented populations to contribute to or review materials, increasing the diversity of learning resources and ensuring they more accurately reflect the full make-up of Ontario's population.

**During this past year, nearly 4,500 new open education resources were added to eCampusOntario's Open Library, 100 percent of which are freely available for use by educators and learners in the province, and most of which have been freely available globally.**

# / French as a Second Language

## French-language resources and supports expanded

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Several significant initiatives were undertaken by eCampusOntario this past year to expand French-language educational resources in Ontario and to increase supports for educators teaching in French. The initiatives originated from an environmental scan conducted to assess the needs of French-language educators, learners and institutions.

**The scan found that Francophone educators and learners do not have the same resources and opportunities as their anglophone counterparts, which puts them at a disadvantage.**

Francophone educators face challenges in terms of visibility and acknowledgment for their research work and teaching in French. They may have to teach in English institutions or publish their work in English to gain recognition. Additionally, there is a shortage of French teachers, and a lack of Open Educational Resources in French, which affects the quality of education for Francophone learners.

**The goal of eCampusOntario's initiatives is to bridge these gaps and achieve greater equity between Francophone and Anglophone institutions.**

## French-language OERs almost doubled

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A concerted effort to address the lack of French-language Open Educational Resources was undertaken. More than 50 existing resources were translated from English to French. Creative sprints were organised that brought together subject matter experts and instructional designers to create specific resources that meet the needs of Francophone learners. A call for content went out to Francophone educators from member institutions, encouraging them to contribute their own resources that have not been published elsewhere, adding more new resources to the Open

Library. Project proposal submissions to create new OER were received both from individuals and from teams.

**The result was a near doubling of the number of OERs in eCampusOntario's Open Library, the impact of which is already being widely felt.**

Francophone learners now have a wider range of resources available to them in their own language, reducing the need to rely solely on English resources and providing them with more options for their studies. By having access to free resources in French, Francophone learners can save money on purchasing books and materials, making education more affordable for them. Francophone learners now see themselves appropriately represented in learning materials and have the opportunity to engage with resources that reflect their language and culture, which enhances their sense of belonging and identity within the educational context. This engagement can lead to increased motivation and better learning outcomes.

## Ontario Extend micro-credential advances skills of French-language educators

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Ontario Extend is a professional learning program designed around the belief that the primary motivator for learners and their success is a technology-supported learning experience. It aims to provide postsecondary education professionals with the means to explore a range of emerging technologies and pedagogical practices for effective online and technology-enabled teaching and learning. A six-module micro-credential was translated and rebuilt to offer Francophone educators the same opportunity to improve their digital fluency.

**Relaunched in June 2023, the program had 574 registrations, and saw 191 micro-credentials and more than 1,146 module badges issued or completed.**

The program was offered asynchronously with optional facilitated sessions, as well as in three-week synchronous sprints led by Fellows. More than half the registrations

were people in French Teacher programs. In support of the Ontario government's plan to train more French teachers, this program has helped to set up these students for success. Participation came from all seven Francophone and bilingual member institutions, as well as 17 Anglophone member institutions.

## Practice exchange network, conference create collaborative space for Francophone educators

A third major initiative brought together French-speaking and bilingual postsecondary institutions in Ontario to support and provide a collaborative space allowing these institutions to come together to support each other, develop and share best practices, manage a body of knowledge and create educational innovations.

The Francophone Advisory Network was established to steer communities of practice to address a wide range of sector interests surrounding digital teaching and learning practices including artificial intelligence, Open Educational Resources, methods for online evaluation, inclusive pedagogy and French in a minority context.



**A first ever Francophone hybrid event, Citoyenneté 3.0 : L'aventure technopédagogique en milieu franco-ontarien, was held on February 2, 2024.**

Fourteen sessions included interactive and hands-on workshops on emerging technologies, a live metaverse demonstration, an OER creation lab, a lunch social and networking reception and three booths representing education technology vendors.





# / Governance and Indigenous Institutes

## eCampusOntario amends its governance to improve Indigenous inclusion and representation

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Canada's Truth and Reconciliation Commission was established in 2008 to examine this country's residential school system, to hear the stories and acknowledge the courage of survivors and, in the words of the Commission's mandate document, to commit "to establishing new relationships embedded in mutual recognition and respect that will forge a brighter future."

Most, if not all, of Ontario's postsecondary institutions have taken the recommendations of the Commission to heart, seeking ways to forge reconciliation by examining and addressing their own legacies of involvement in the residential school system, and by finding ways to increase participation by and representation of Indigenous peoples, traditions, stories and ways of knowing.

**Indeed, a key recommendation of the Commission was to improve Indigenous peoples' access to postsecondary schooling and to indigenize academia itself by changing the ways in which we learn to reflect Indigenous traditions and ways of knowing.**

eCampusOntario wanted to go further and to make meaningful changes to our own governance structure as a concrete move towards reconciliation and greater inclusiveness. We brought in changes to the structure of our Board of Directors that will see representatives of Indigenous-led Institutions that provide Indigenous-focused education included on the board. Their voice will now be stronger in influencing the direction of eCampusOntario, providing a fuller level of participation in our organisation.

**We changed our governance to indigenize the Board and promote meaningful participation rather than token representation. The change was driven by the recognition that Indigenous Institutes, which are often under-resourced, should have a stronger representation and voice within the organization.**

The change also aligns with the calls to action outlined in The Truth and Reconciliation Report, which emphasize the importance of education in addressing historical injustices and promoting reconciliation.

The new governance structure involves a three-person rolling chair system, where the current chair becomes past chair, a vice-chair rises to the chair's position, and a new vice-chair is selected. At all times, at least one of the three will be from an Indigenous Institute. Continuity will be enhanced by giving the past chair the role of mentor to the new vice-chair, ensuring a smooth transition and knowledge transfer.

The circular nature of this new governance structure was particularly appealing to Indigenous Institutes that we consulted as they helped us consider the change. Additionally, Indigenous Institutes will have three voting board seats and will be further represented through two non-voting seats reserved for organisations that represent some or all of the institutes as a whole.

The change in governance is seen as a significant accomplishment and a practical example for other educational organizations to follow in indigenizing their boards or senates. It aims to create a more inclusive and representative governance structure that reflects the diversity of the education sector and supports our mission in transforming education.

**The change comes into effect with the constitution of a new board and selection of vice-chair this year.**



# Program Highlights



# / Program Highlights



Adaptive Learning replaces one-size-fits-all instruction with a personalized and self-paced approach that assesses the learner's knowledge based on their inputs and presents course content adapted to their individual needs. Our Adaptive Learning program explores the application of adaptive learning technologies across the sector and is working to increase awareness through professional development and pilot studies.



Pilot programs collectively engaged **312 learners** in primarily college-level contexts, with the largest cohort of students (**200**) leveraged **VR technology** in a police foundations program with 5 instructors.



In collaboration with the Sandbox team, **5 Adaptive Learning technologies** were piloted at five institutions and engaged a collective **312 learners**.



## Le Consortium d'apprentissage expérientiel francophone de l'Ontario (CAPFO)

CAPFO is a digital experiential learning initiative offered to learners in Francophone and bilingual postsecondary institutions in Ontario by pairing real business projects with programs and courses.



**68 experiential Learning (EL)** opportunities made available to Francophone learners, with **510 learners** participating.



**510 matches** made between students and industry partners, with **515 employers** engaged in the network.



**7 CAPFO** micro-credentials issued.

# @ EDTECH SANDBOX

The EdTech Sandbox provides a risk-free environment where member institutions can discover, test and pilot education technologies and content and engage in communities across the sector. Additionally, the Sandbox supports institutions with the integration of technology and pedagogy.



**40 member institutions** participated in the EdTech Sandbox this year.



**2 new EdTech vendors** joined the pilot program.



**21 licenses** were distributed to **15 member institutions** in Q4.



More than **4,200 learners** were actively engaged with Sandbox technologies this year.

# @ MICRO CREDENTIALS

Micro-credentials help learners develop the most relevant and in-demand skills and competencies through fast, accessible, and affordable education. eCampusOntario's annual Micro-credential Forum attracts a network of more than 700 postsecondary leaders, micro-credential practitioners and employers from across Ontario, Canada and the world.



**98% of member institutions** were involved in micro-credential activity.



Our annual Micro-credential Forum had **538 attendees**, 62% of whom were first-time attendees.



**4,841 micro-credentials** were issued on the micro-credential platform, and another **12,421** were pushed to sharing platforms.



There were **23 institution and employer organizations** that completed our micro-credential partnership form.



Ontario Exchange is a matchmaking platform connecting Ontario postsecondary institutions with professionals in the virtual learning industry to create high quality, digital-by-design educational resources.



An estimated **\$914,782 in funding** was provided to projects lead by member institutions.



**33 vendors** ranging from freelancers to businesses with 100 or more employees provided services.



**27 projects** were completed, with the finished resources added to our Open Library.



**14 unique institutions** submitted projects that were approved for either funded support or recent graduate support.

The Ontario Extend program is a suite of six professional development modules that empowers educators to explore a range of emerging technologies and pedagogical practices for effective online and technology-enabled teaching and learning.



**2 new institutional partners**, Mohawk College and the University of Windsor, endorsed the program.



**604 educators** participated in the Ontario Extend Program. Forty-four member institutions were represented.



**22 micro-credentials** (program completion) and **190 micro-certifications** (module completion) issued.

The Research and Foresight department at eCampusOntario supports the growth, innovation and transformation of the Ontario postsecondary education sector to realize the potential of digital by-design educational future(s).



**5 trend foresight reports** and a year-in-review report were published.

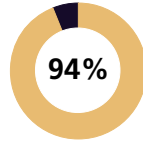


**8 Foresight internships** were created.

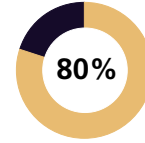
TESS is an annual conference celebrating and advancing community and collaboration across Ontario's postsecondary sector.



**43 member institutions participated with a total of 427 attendees. 58% were first-time attendees.**



**There was a 94% satisfaction rating for TESS 2023.**



**80% of attendees reported a change in their practice or approach following TESS.**



The Experience Design (XD) Lab convenes postsecondary stakeholders to co-design solutions to well-defined problems affecting the user experience of learners and educators. Within the XD Lab, the Sandbox provides a risk-free space where member institutions can explore, test and pilot educational tools.



**The EdTech Sandbox supported 22 Ontario-based educational technology companies by providing product assessments and promoting their offerings on the Sandbox platform. Most vendors reported that the assessments were effective at accessing new markets and acquiring new customers.**

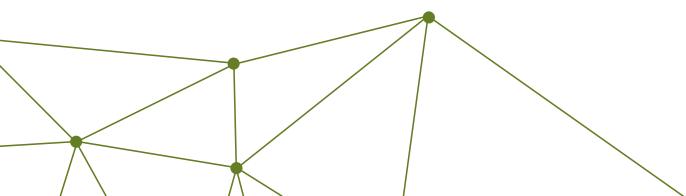


**The EdTech Sandbox initiative supported 6 Ontario EdTech companies with securing new customers and achieving pedagogical validation. The support included opportunities for exposure to our member institutions at conferences, enrollment in pilot programs and the generation of product review reports.**



**A pool of 18 students and educators participated in XD Lab, with micro-credentials assessed and issued for student work.**

# Financial Statements





**Ontario Online Learning Consortium**

As of March 31, 2024

|                                     | Full Year                 |                                |   | YTD Comparison                               |   |
|-------------------------------------|---------------------------|--------------------------------|---|--|---|
|                                     | (B)<br>23-24<br>Budget \$ | (H) = C + E<br>23-24<br>Actual | (H) vs. (B)<br>23-24<br>Variance \$<br>Fav / (Unfav)* | (D)<br>22-23 Prior<br>Year YTD<br>Actuals \$ | (D) vs. (C)<br>Year Over Year<br>Comparison \$<br>Fav / (Unfav) |
| <b>Revenue</b>                      |                           |                                |   |  |   |
| Interest Earned                     |                           | 218,671                        | \$218,671   | 116,770                                      | \$101,901   |
| Cost Recoveries                     |                           | 5,929                          | \$5,929   | 7,806  | (\$1,877)   |
| MCU Operational TPA                 | 6,273,408                 | 6,273,408                      | \$0   | 5,995,262                                    | \$278,146   |
| OCP**                               | 1,000,000                 | 1,000,000                      | \$0   | 607,214                                      | \$392,786   |
| FSC - Micro-credentials             | 297,400                   | 267,660                        | (\$29,740)  |  | \$267,660   |
| MCU FSL 1.0**                       | 328,750                   | 328,750                        | \$0   | 89,597                                       | \$239,153   |
| MCU FSL 2.0                         | 4,671,250                 | 4,671,250                      | \$0   |  | \$4,671,250   |
| MCU Virtual Learning Strategy 3 TPA | 8,123,518                 | 7,311,166                      | (\$812,352)   | –  | \$7,311,166   |
| <b>Total Revenue</b>                | <b>20,694,326</b>         | <b>20,076,834</b>              | <b>(\$617,492)</b>                                    | <b>6,816,649</b>                             | <b>\$13,260,185</b>   |

|  |                  |                  |                 |                  |                    |
|--|------------------|------------------|-----------------|------------------|--------------------|
| <b>Expenses</b>                                    |                  |                  |                 |                  |                    |
| <b>Operations</b>                                  |                  |                  |                 |                  |                    |
| Salaries & Benefits                                | 1,712,433        | 1,710,960        | \$1,473         | 1,668,095        | (\$42,865)         |
| Space Rental, Insurance & Furniture                | 292,393          | 277,200          | \$15,193        | 267,640          | (\$9,560)          |
| Marketing & Communications                         | 104,040          | 111,653          | (\$7,613)       | 74,992           | (\$36,661)         |
| General Office Expenses                            | 24,762           | 19,277           | \$5,485         | 15,429           | (\$3,848)          |
| Travel & Meals                                     | 57,820           | 35,468           | \$22,352        | 17,662           | (\$17,806)         |
| Professional Services                              | 335,009          | 333,268          | \$1,741         | 235,197          | (\$98,071)         |
| Telecommunications                                 | 33,293           | 19,261           | \$14,032        | 20,231           | \$970              |
| Computers, Accessories & Software Subscriptions    | 124,848          | 125,233          | (\$385)         | 141,655          | \$16,422           |
| <b>MCU (OP TPA) - Sub-total Operating Expenses</b> | <b>2,684,598</b> | <b>2,632,320</b> | <b>\$52,278</b> | <b>2,440,901</b> | <b>(\$191,419)</b> |

Full English Audited Financial Statements:

<https://www.ecampusontario.ca/wp-content/uploads/2024/09/OOLC-Audited-Financial-Statements-2023-24-EN.pdf>

**Ontario Online Learning Consortium**

As of March 31, 2024

|  | Full Year                 |                                |   | YTD Comparison                               |   |
|--|---------------------------|--------------------------------|---|--|---|
|  | (B)<br>23-24<br>Budget \$ | (H) = C + E<br>23-24<br>Actual | (H) vs. (B)<br>23-24<br>Variance \$<br>Fav / (Unfav)* | (D)<br>22-23 Prior<br>Year YTD<br>Actuals \$ | (D) vs. (C)<br>Year Over Year<br>Comparison \$<br>Fav / (Unfav) |
| <b>Expenses</b>  |                           |                                |   |  |   |
| <b>Programs &amp; Strategic Initiatives</b>              |                           |                                |   |  |   |
| eCampusOntario Portal                                    | 200,000                   | 199,826                        | \$174   | 186,002                                      | (\$13,824)  |
| Open Library   | 580,414                   | 561,837                        | \$18,577  | 494,585                                      | (\$67,252)  |
| Ontario Exchange/FMA (Central Virtual Learning Platform) | 186,679                   | 200,376                        | (\$13,697)  | 312,397                                      | \$112,021   |
| Adaptive Learning  | 195,067                   | 196,957                        | (\$1,890)   | 185,214                                      | (\$11,743)  |
| Educational Technologies Sandbox                         | 264,827                   | 284,754                        | (\$19,927)  | 254,880                                      | (\$29,874)  |
| Ontario Extend   | 336,683                   | 343,968                        | (\$7,285)   | 337,179                                      | (\$6,789)   |
| Technology & Education Seminar & Showcase (TESS)         | 341,658                   | 316,004                        | \$25,654  | 332,953                                      | \$16,949  |
| French Language Experiential Learning                    | 156,658                   | 159,679                        | (\$3,021)   | 119,078                                      | (\$40,601)  |
| Micro-Credentials  | 524,183                   | 546,430                        | (\$22,247)  | 466,638                                      | (\$79,792)  |
| XD Lab   | 332,343                   | 345,781                        | (\$13,438)  | 304,784                                      | (\$40,997)  |
| Research & Outcomes Evaluation                           | 470,298                   | 485,468                        | (\$15,170)  | 456,096                                      | (\$29,372)  |
| MCU (OP TPA) – Sub-total P & SI Expenses                 | 3,588,810                 | 3,641,080                      | (\$52,270)  | 3,449,806                                    | (\$191,274)   |

|                               |           |           |     |           |             |
|-------------------------------|-----------|-----------|-----|-----------|-------------|
| MCU (OP TPA) – Total Expenses | 6,273,408 | 6,273,400 | \$8 | 5,890,707 | (\$382,693) |
|-------------------------------|-----------|-----------|-----|-----------|-------------|

| <b>Expenses</b>                                  |         |         |          |   |             |
|--|---------|---------|----------|---|-------------|
| <b>Future Skills Centre – Micro Cred</b>         |         |         |          |   |             |
| FSC - Micro-credentials                          | 297,400 | 271,442 | \$25,958 | – | (\$271,442) |
| Total Future Skills Centre – Micro Cred Expenses | 297,400 | 271,442 | \$25,958 | – | (\$271,442) |

|   |           |           |     |         |             |
|---|-----------|-----------|-----|---------|-------------|
| <b>Ontario Collaborative Innovation Platform (OCIP)</b> |           |           |     |         |             |
| OCIP  | 1,000,000 | 1,000,000 | \$0 | 607,214 | (\$392,786) |
| Total OCIP Expenses                                     | 1,000,000 | 1,000,000 | \$0 | 607,214 | (\$392,786) |

**Ontario Online Learning Consortium**

As of March 31, 2024

|                                    | Full Year                 |                                |   | YTD Comparison                               |   |
|------------------------------------|---------------------------|--------------------------------|---|--|---|
|                                    | (B)<br>23-24<br>Budget \$ | (H) = C + E<br>23-24<br>Actual | (H) vs. (B)<br>23-24<br>Variance \$<br>Fav / (Unfav)* | (D)<br>22-23 Prior<br>Year YTD<br>Actuals \$ | (D) vs. (C)<br>Year Over Year<br>Comparison \$<br>Fav / (Unfav) |
| <b>Expenses</b>                    |                           |                                |   |  |   |
| <b>French as a Second Language</b> |                           |                                |   |  |   |
| FSL 1.0 **                         | 328,750                   | 261,797                        | \$66,953  | 89,597                                       | (\$172,200)   |
| <b>Total FSL 1.0 Expenses</b>      | <b>328,750</b>            | <b>261,797</b>                 | <b>\$66,953</b>                                       | <b>89,597</b>                                | <b>(\$172,200)</b>  |
| <b>French as a Second Language</b> |                           |                                |   |  |   |
| FSL 2.0                            | 4,671,250                 | 4,236,549                      | \$434,701   | –  | (\$4,236,549)   |
| <b>Total FSL 1.0 Expenses</b>      | <b>4,671,250</b>          | <b>4,236,549</b>               | <b>\$434,701</b>                                      | <b>–</b>                                     | <b>(\$4,236,549)</b>  |
| <b>Virtual Learning Strategy</b>   |                           |                                |   |  |   |
| VLS 3.0                            | 8,123,518                 | 7,502,558                      | \$620,960   | –  | (\$7,502,558)   |
| <b>Total VLS Expenses</b>          | <b>8,123,518</b>          | <b>7,502,558</b>               | <b>\$620,960</b>                                      | <b>–</b>                                     | <b>(\$7,502,558)</b>  |
| <b>REVENUE LESS EXPENSES</b>       | <b>0</b>                  | <b>531,088</b>                 | <b>(\$531,088)</b>                                    | <b>229,131</b>                               | <b>(\$301,956)</b>  |

\* Since MCU remits funds with the expectation that we return a zero balance at the end of a funding period every unused fund is treated as unfavourable and vice versa.

\*\* Indicating TPAs continuing from previous fiscal; covering two fiscal years.

## Revenue from MCU

### Remittance from MCU

YTD Remittances received from MCU across the various TPAs. The unfavourable variances represent the 10% holdback as per each signed TPA.

## MCU Operational TPA

### Cost Recovery

**Interest Earned:** A total of \$219K was earned on the bank cash balance across the fiscal year.

### Operations

Forecasted annual savings of \$52K in Q3 and invested in the Programs & Strategic Initiatives in Q4.

### Programs & Strategic Initiatives

Overspent by \$52K due to the savings from the Operation reinvested in Programs & Strategic Initiatives in Q4.



## Future Skills Centre - Micro-cred

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Project was under expended by \$26K. The funder was satisfied with eCO's performance and increased the new FY2024-25 TPA amount to \$397K.

## French as a Second Language 1.0

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Overall project came in under budget by \$66.9K due to costs coming in lower than anticipated.

## French as a Second Language 2.0

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Overall FSL 2.0 Project is progressing well. \$435K fund balance as of Mar 31, 2024 was approved by MCU to be carried forward to Jun 30, 2024.

## Virtual Learning Strategy 3.0

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VLS 3.0 was underspent for \$621K compared with the Q3 forecasted \$756K. The savings was expected and the major of the savings (\$540K) was from the Student Digital Fluency Skills budget.

## Year Over Year Q4 YTD Operational Variance Commentary

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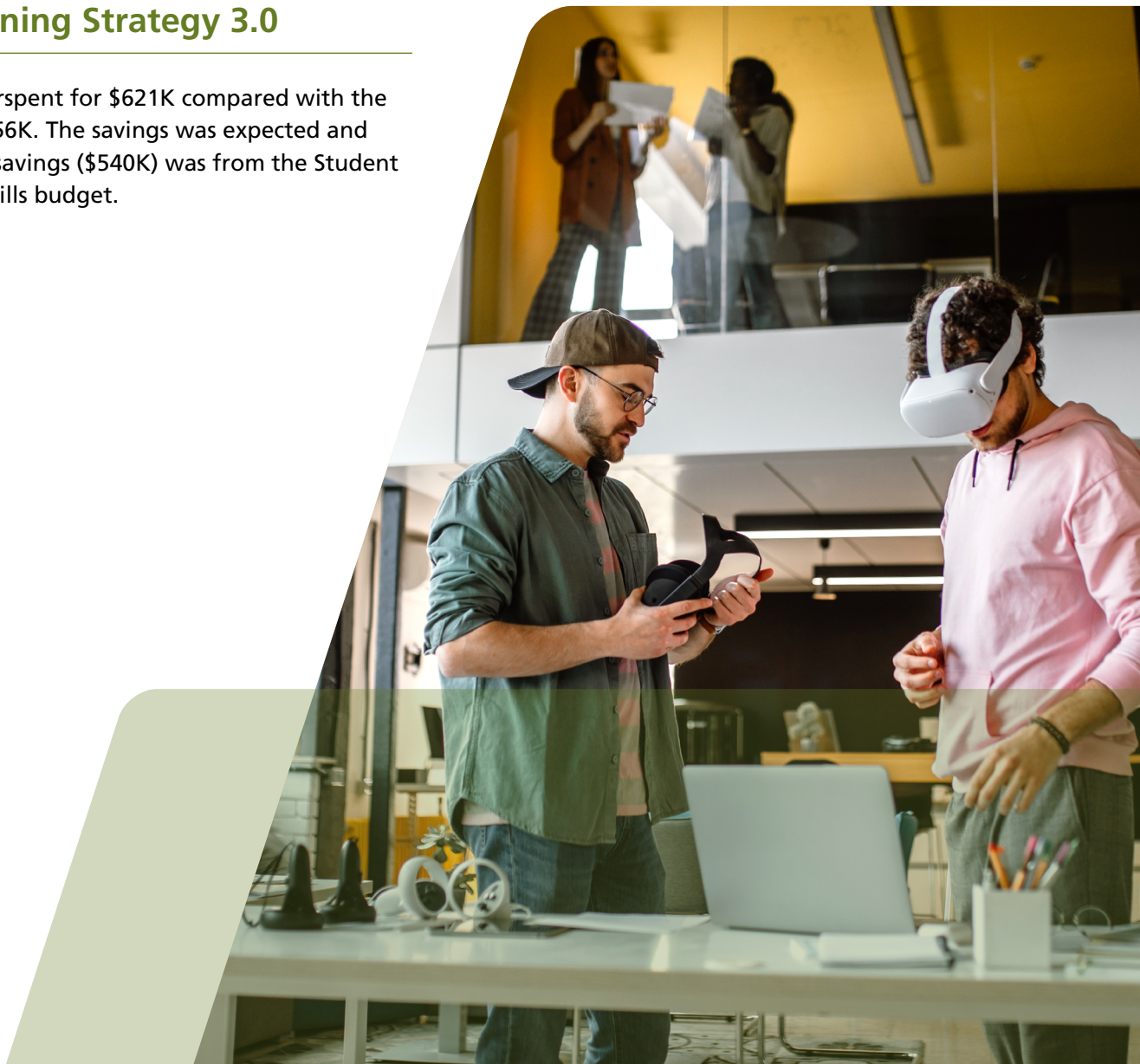
### Revenue

Overall revenues \$20M in FY23-24 have increased compared to FY2022/23 \$15M (from Q4 FY2022/23 report) due to the addition of new TPAs.

### Expenses (Operational TPA only)

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Expenses overall coming in \$383K higher than last fiscal with \$8 unspent. The almost fully spending on budgeted funding was due to effective SLT planning, efficient resource allocation, diligent expense tracking and reasonable forecasts in advance.





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