

Ontario Open:

Sharing Resources to Enhance Equity and Access

The Virtual Learning Strategy (VLS) is investing in developing collaborative, learner-driven, high-quality, digital-by-design materials for all Ontario learners and educators, now and into the future.

100%
of VLS-funded
materials

- ✓ will be available for use and reuse across Ontario public postsecondary sector,
- ✓ for up to and beyond 50 years,*
- ✓ through the eCampusOntario Open Library.

“Open access is a powerful driver for [...] creating systemic change and allowing for a rigorous analysis of the lifecycle of materials and knowledge.”

– VLS project team

Through the VLS, Ontario Indigenous Institutes, colleges, and universities are working together to create digital-by-design learning materials that build on the sector's collaborative efforts to advance knowledge, teaching practices, equity, and access.

*per the Copyright Act, R.S.C., 1985, c. C-42

The Virtual Learning Strategy is built on three key pillars:



Being the future



Being a lifelong learner



Being a global leader

Ontario Commons License (OCL 1.0)

VLS-developed materials include digital content and resources designed to build and enhance digital capacity and fluency. All VLS-developed materials will be made available to the Ontario public postsecondary sector through the Ontario Commons License. Please note the Ontario Commons License – No Derivatives (OCL-ND 1.0) license can be applied to work where adaptation is not appropriate (e.g. Traditional Knowledges, sensitive content).



Q: Can VLS materials developers select other licensing options?

A: The Ontario Commons License is non-exclusive (i.e., VLS resource developers can enter into other licensing agreements, such as Creative Commons licenses).



Q: How long will VLS materials be available?

A: Ontario Commons Licenses last the duration of the copyright term, and cannot be revoked.



Q: How can VLS materials be used by eligible educators and learners (i.e., educators and learners from Ontario public postsecondary educational institutions)?

A: Conditions for use and reuse	Ontario Commons License (OCL 1.0)	Ontario Commons License - No Derivatives (OCL-ND 1.0)
Must be used only as part of a publicly offered credit/non-credit course/program	✓	✓
Must give credit or attribution to the original author(s)	✓	✓
Can copy the work	✓	✓
Can modify or adapt the work	✓	✗

Sharing Digital-by-Design Materials

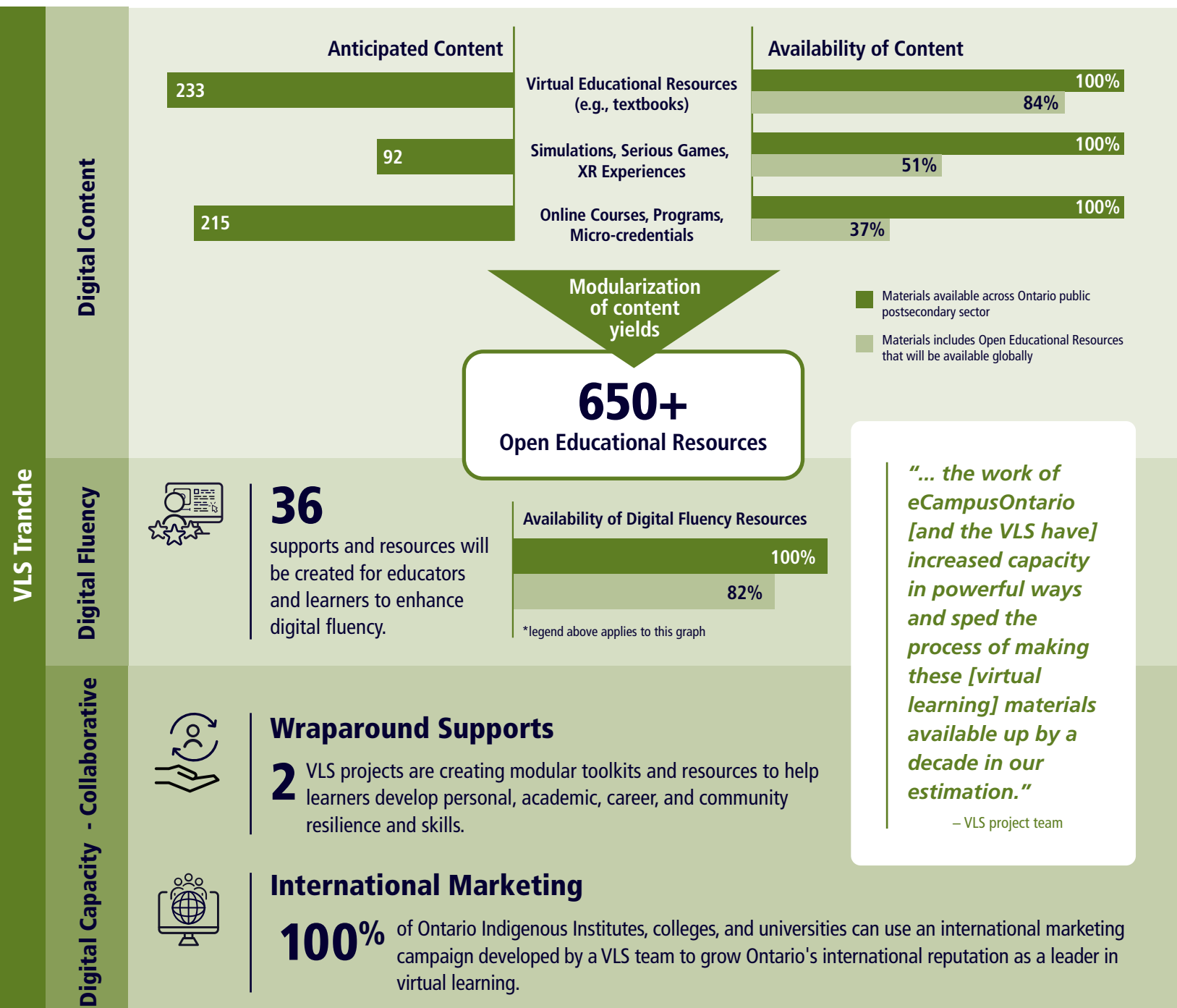
In this section we explore the infusion of materials into the Ontario postsecondary sector made possible through the VLS.

The VLS is investing in:

1. Developing digital content including courses, programs, resources, and micro-credentials
2. Enhancing digital fluency by creating supports & resources for educators and learners
3. Building digital capacity through wraparound services and marketing

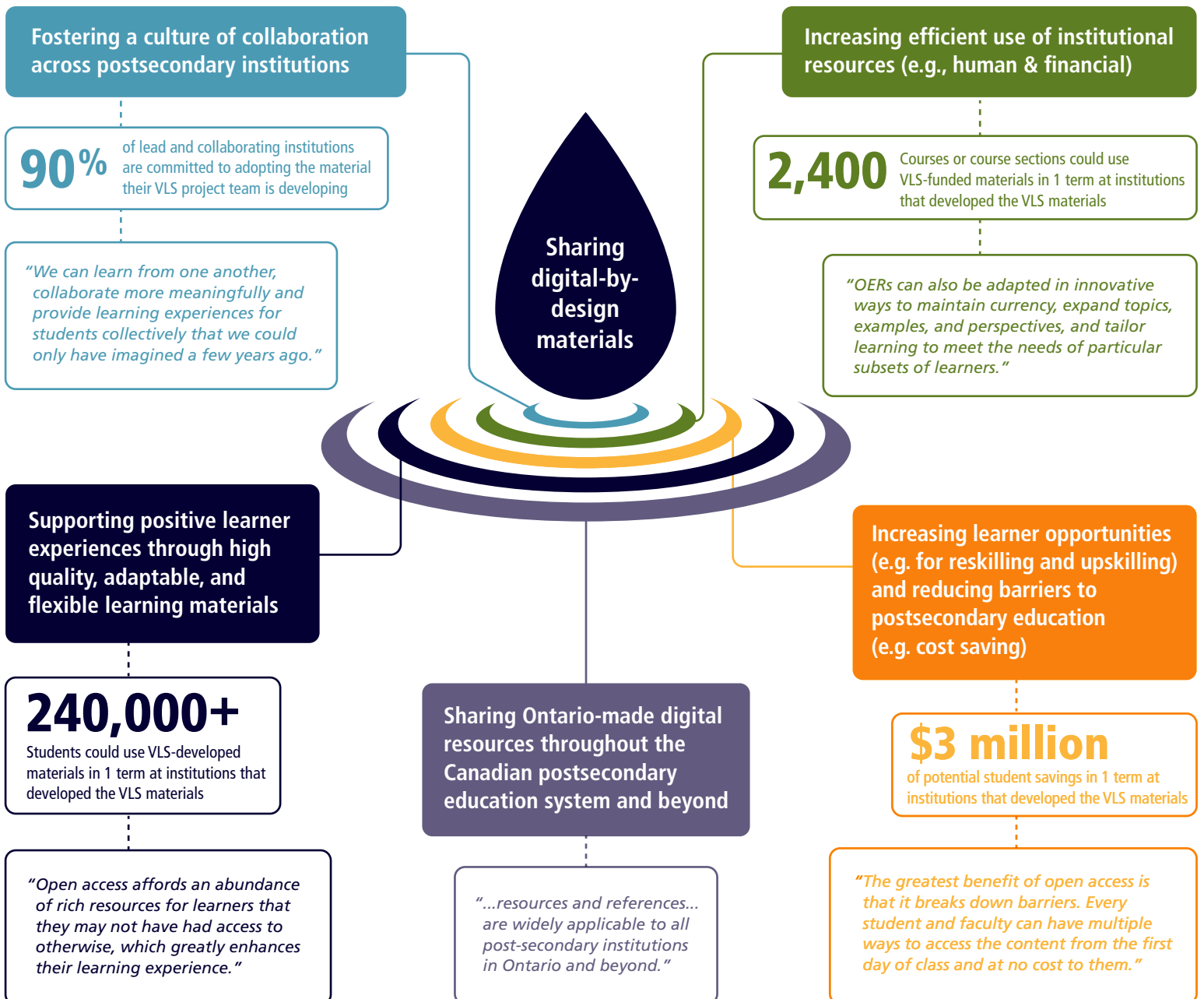


VLS materials are categorized by project type (e.g., Virtual Educational Resources). VLS materials can be modularized, and some components may be converted into distinct, globally available Open Educational Resources (OER). For example, a course could include ancillary resources such as a test bank, a syllabus, slide decks, assignments, and/or videos. VLS project teams may apply a Global Open License to these ancillary resources thus making them OER.



Impacts of Sharing Digital-by-Design Materials

The findings presented in this report were collected from VLS project teams via the 2nd quarterly report (Q2). VLS project teams were asked to respond to a series of quantitative and qualitative (open-ended) questions related to licensing and sharing resources. Open-ended responses were analyzed using an inductive thematic analysis and the major themes are synthesized and presented in this report. Major themes and aggregate quantitative findings were triangulated and are presented together to share an evidence-informed narrative about how the VLS principles and pillars are being realized through collaboration and sharing of VLS-created materials across Ontario, and beyond. In this section we explore perceived and anticipated impacts of sharing VLS-created digital-by-design materials. The impacts are visualized as ripples below.



Priorities to Sustain Impacts of Sharing Digital-by-Design Materials

The open learning cycle is an iterative process where shared content is created, used, reused, remixed, repurposed, and continuously updated to meet the needs of educators and learners. In this section, we explore priorities identified by VLS project teams to ensure the impact of sharing digital-by-design materials is sustained over time. These priorities apply to most, if not all, moments in the open learning cycle.



Continuing to build a supportive culture of collaboration that values openness

- Diverse and inclusive inter-institutional partnerships and collaborations
- Equitable valuation for contributions and efforts
- Capacity building, communities of practice, and support networks for educators and learners
- Evolving teaching practices and roles
- Active learner participation and engagement



Embedding principles of equity, diversity, decolonization, and inclusion (EDDI)

- Access to affordable and reliable hardware, software, and a high speed internet connection
- Diverse representation in developers and users
- Accessibility and universal design for learning
- Indigenization and decolonization of resources and systems
- Diversification of content (e.g. translation)



Co-creating, refining, and aligning frameworks, policies and procedures

- Quality assurance and peer review
- Intellectual property, copyright, licensing, and attribution
- Ensuring content of resources is up-to-date and reflective of current understandings



Maintaining and enhancing existing tools and digital infrastructure for open access

- Search and discoverability
- Curation and adaptation of resources
- Digital infrastructure for diverse resource types
- Privacy and security measures
- Longevity of digital infrastructure

Example areas of focus

Quotes from VLS project teams

“As our resource is used and adapted, we hope that others can learn from us, and in turn, we can learn from them... the open access approach helps to support a collaborative approach to problem-solving through knowledge sharing.”

“Ensuring that contributions from marginalized voices are centralized in OER creation and that it is funded.”

[Learn more here](#)
about building inclusive hybrid futures for all learners

“It is critical that open access resources (e.g., courses, including all materials) be used, reviewed, critiqued, and improved by users to ensure that the information is of the highest quality.”

“[Consider] ... the maintenance of online or digital resources as digital platforms advance and change: many of these resources might become outdated as technology and educational best practices advance.”

eCampusOntario Open Library

The eCampusOntario Open Library currently provides educators and learners with access to open educational materials, tools, and practices that can be used, shared, and adapted in the digital environment. The eCampusOntario Open Library is the largest OER repository in Canada. The eCampusOntario Open Library will be home to VLS-created educational materials in 2022 (e.g., programs, courses, modules, resources, XR/VR)

"To further education, you have to be open to collaboration. The only way we can advance anything is by being open in a way that empowers and enables creators to create, define, identify, and share their work in a way that resonates with them."



Rama Kaba-Demanin
Program Lead
eCampusOntario Open Library

eCampusOntario Community Supports

- Ontario Open Library Network (OOLN)
- Instructional support materials
- Advocacy support
- OER cataloguing standards
- Print on demand services

Types of educational materials housed in eCampusOntario's Open Library

Simulations, Serious Games, XR Experiences, Others

92

Online Courses, Programs, Micro-credentials

61 215

Virtual Educational Resources (e.g., textbooks, images, audio files)

563 233

- Currently in Open Library
- Anticipated VLS additions in 2022

Only values greater than 5 have been labelled above.

Practices

eCampusOntario
OPEN LIBRARY

Educational materials (including OER)

Open publishing tools

Online publishing tools available through eCampusOntario Open Library

PRESSBOOKS

- Create or adapt interactive OER that can be easily shared
- Multiple export formats support and H5P, hypotheses.is, and MathJax integrations

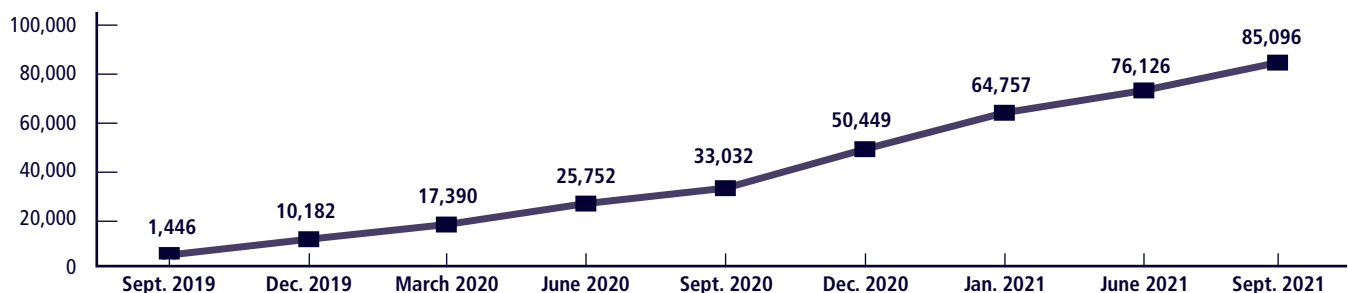
2,600+ Pressbook Users (as of Aug 2021)

eCampusOntario H5P Studio

- One stop shop to create, share, and discover interactive learning objects
- 40+ content types and a user dashboard with access to created content, favourite content, and more

4,200+ H5P Studio Users (as of Aug 2021)

Total Open Library downloads of educational materials and open publishing tools (i.e., Pressbooks)



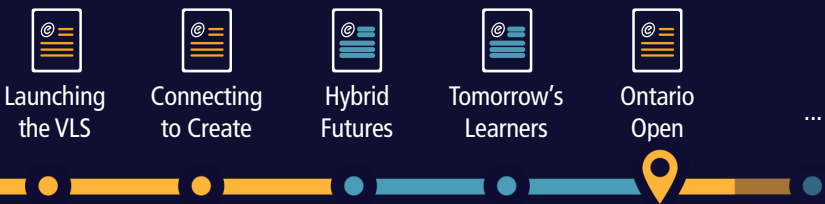


Some of the data presented in this infographic has been rounded and represent approximations. If you have questions or would like more information, please contact vl@ecampusontario.ca.

This report is the third in a series of five Virtual Learning Strategy (VLS) **Focus Reports** that tell data-driven stories about the VLS investment. VLS Focus Reports are accompanied by a series of five **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.

2021-22 VLS Reports Outline

● Focus Report ● Foresight Report



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