

eLearning Integration at York University Consultation Summary Describing York's 2017 Vision for eLearning

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eLearning Integration Consultation Summary

The summary notes that follow have attempted to capture what students, staff and faculty described as their '2017 Vision for eLearning Integration at York'. Twelve consultation sessions were conducted between November 2012 and January 2013 and have been presented below in chronological order.

I. Deans' Retreat – November 6, 2012

- All eLearning infrastructures will be in place to support a faculty member who wants to mount a course: faculty training, support for Teaching Commons, UIT, etc.)
- York will have the technological capacity of offering joint programs and developing collaborative research with other international institutional partners in North America and Europe
- Technology is a means to an end; it should provide students with greater control over their learning
- York will be offering selected programs totally online to aboriginal students and others who are place bound and cannot visit campus daily
- We will have doubled or tripled our aboriginal and international students
- Every York faculty member will be experienced/available/committed to develop and deliver eLearning courses in his/her area
- All first year courses will be offered through at least two course delivery modes: online and blended...enhancing both learning and access
- We are offering greater access to learning by offering a range of courses allowing students to build their own degrees or certificates....some of these courses are online. Redefine what a course is, what a term means. Create new pathways for obtaining degrees
- Start with the new faculty members who are willing to change; faculty appointments should be made based on the applicants willingness to contribute to employing eLearning approaches
- Create York U Global, a spin off entity that could offer MOOCs and other online courses aiming to increase student numbers. Aim would be to raise awareness about York and to attract paying students to engage in fee bearing degree courses
- Leapfrog other universities by using mobile phones, social networking and cloud computing as eLearning tools

II. Student Representative Roundtable (Undergraduate) - November 29, 2012

- Develop an eLearning culture, universal course design and learning based on pedagogy
- Baseline standard applied to all courses for a learning management system (LMS) that is mobile device accessible. LMS is a community/social part of a system like O3 (i.e. academic Facebook)

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- Recorded lectures: edited to shorter videos, ability to break the lectures in to smaller segments, captioning/ transcription (scripts are required for student with disability), downloadable
- Seamless access for all required and supplementary reading materials in a form that is universally accessible in a full range with developing access technologies.
- First year courses must be face to face. Students need to attend face to face to develop the discipline for self-directed learning, develop good study habits, and need to have the opportunity to connect with course director and peers in person, develop connections.
- Develop an assessment tool for students to determine their optimal learning style. Some students can't focus as well online.
- Professor's office hours are flexible: set time in person, online 'chat hours' or by Skype. Use discussion boards effectively to answer more generic questions that everyone in the class would benefit from
- Develop and post a course FAQ
- Ensure that there are classrooms where the technology works all of the time and the faculty know how to use it (and problems solve)
- Offer flexible term options (condensed or extended)

III. Access York - November 30, 2012

- Develop a clear and specific plan to integrate accessibility into learning: universal design
- To be able to "walk into a classroom or in a virtual environment and not explain my disability to the professor or fellow students"
- Choice for faculty on how they want to teach, and choice for students on selecting course format
- Format of material presented on line is clear, concise and systematically organized (e.g. Home page is not overwhelming to the eyes and mind, no unnecessary pictures, fonts etc.)
- Student are informed during course selection the mode of delivery (how and what percentage of the content is presented online)
- All teaching and learning methods need to be organized into a system that is clear cut and have a well arranged method. Course syllabus and lectures available in advance.

IV. Graduate Students – December 10, 2012

- Accessibility & flexibility - ensure accessibility (AODA appropriate) for online learning tools, lecture recordings or online captioned audio and video, commuter students and students from around the world can access learning, options for personal connections using technology (currently too many emails from York)
- York is a leader in eLearning - grad students gain credible skill-set for the job market. Provide professional development for graduate students
- Communicate clearly to faculty members that it's based on pedagogy and enhancing learning and not about job costs.

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- Universal seamless access - open course ware, access to past year's lectures and tests, open access journals
- Individualized portals that are easy to navigate, current website is clunky and not user friendly (i.e. academic Facebook)
- Use technology appropriately and intelligently to enhance fundamental face to face human interaction
- Critical skills course to teach how to use the technological tools for students, faculty, and TAs
- Enhance wireless capability on campus

V. Associate Deans' Meeting - December 10, 2012

- Pedagogy must drive the technology
- All traditional lecture courses are digitally recorded
- Core curriculum courses are delivered in multiple delivery formats (students have options to select best fit based on their learning style)
- Classroom equipment that is reliable and does what it promised to do (e.g. microphones that work, computers that don't crash).
- Use technology as a better value proposition for students that somehow engages them and enhances the learning experience
- Students have more ownership or control over their own learning i.e. they can learn when, where, and however they want.
- Technology that is intuitive and user friendly. Faculty resist change if the effort is too great
- Concerns raised regarding copyright/intellectual property – for lecture recording

VI. Academic Administrators' Workshop - December 11, 2012

- Learning Management System that is mobile accessible to course information for students/instructors, (public access to high quality materials MOOCs which are used for marketing purposes), library supports are embedded into tech environment, more CDs make use of Moodle capacity
- Conscious pedagogical decisions about which courses need to be blended or online for appropriate fit between method of teaching and content. Passive content can be delivered online
- Communicate clearly with faculty members policy information - concerns raised regarding copyright/intellectual property, and concerns raised regarding 'surveillance' (currently CDs feel courses are their private domain unless someone sits in their classroom for T&P process)
- Accessibility for students with: disabilities, aboriginal communities in rural areas
- Appropriate infrastructure – consultative decision making regarding UIT, UIT to be transformed into a service that is more responsive to faculty needs and communicate better with centralized large bodies, change of culture needed, 24/7 support, use free open source software, forum for

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sharing of good practice, Faculty based units to reflect local needs, hardware infrastructure at York U

VII. Librarians - December 11, 2012

- York adopts cutting edge technologies – we are seen as leaders
- Customizable learning modules within courses
- Every lecture is recorded online and available with a transcript (solves accessibility issues; overcomes concentration issues)
- Support/training both at home and on campus to use technology – comfort and ease breeds use
- Enhancing the role of librarians in LMS – more readily embedded in these systems, open access
- Accessibility to students with disabilities – alternate methods for contact and content delivery, all programs have reading lists available
- Working with p/t faculty – ability for libraries to identify them (before courses actually start) and work with them
- Overarching digital assets management plan - support for backend processes for capturing data – digitization and data preservation
- Increased ability to push content out – IL learning objects, ability to offer alternate modes of instruction
- Quality well trained, supported (late night), Learning Support Technology
- Change to Teaching culture at York (know that they are rewarded for Research not Teaching)
- Capturing/cataloguing resources (work on the back end to support the front end)

VIII. Open Forum Consultation 1 - December 12, 2012

- Seamless integration of technology – technology in the background, human interaction in the foreground
- Infrastructure –standardized classroom technology that is consistent and with timely support, better wireless connections,
- Gradual integration for students – start face to face, then transition to courses in a blended and fully online mode. Need to build digital literacy skills online starting in first year so that students know how to deal with freedom of digital access. Everything will ultimately depend on the learning objectives.
- Every faculty member has a basic understanding of eLearning technology and pedagogy, has been involved in creating a course with significant web enhancement, and has a deep understanding of when to use which e-learning technologies particularly in a Faculty context
- Strategic approach to online offerings. Cluster courses in a particular program eventually leading to fully online certificates and degree programs
- York a leader in delivering quality online programs
- Pan-University support for online learning development and support (e.g. to include remote exam invigilation), flexible terms

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- Training – provided faculty to have better knowledge of the tools and possibilities , opportunity to share ideas
- Course design practices developed that integrate technology, content, and pedagogy from the beginning and resources are provided
- Commercialized three to five major eLearning products from York that have made it into the world

IX. Senate Committees APPRC & ASCP – January 15, 2013

- Use eLearning opportunities to strengthen the connections between teaching and learning
- Provide strong faculty development support with certifications recognized outside of York.
- Employ technology to communicate efficiently therefore making the classroom content more engaging, and use online collaboration to enhance personal interactions and community building. Use technology to transcend timelines, 100% accessibility to course information and course directors and - clarify expectations with unions.
- Importance of accessibility (AODA) across all of the dimensions, universal design readily accessible
- Design eLearning strategies that could be discipline specific and provide support in delivering the learning objectives of the course
- Ensure there is an online section option for important core, multi-section, high demand courses
- Develop a robust research culture around eLearning, collaborate both internally and externally partnering with Consortia, Courseware etc...
- Build a good reputation for eLearning at York with academic integrity. Need to ensure that the course is actually taken by the individual, address any “fraud” issues
- Students perceive York using creative, innovative ways of eLearning

X. Open Forum Consultation 2 – January 17, 2013

- York is seen as a leader in education for eLearning – in learning technology and teaching how the technology can be used. Technology and learning outcomes are employed together – the right technology is available to support the right learning objectives.
- Provide adequate support: train faculty in using eLearning, introduce mentorship programming, a community of peers, ability for faculty to learn from each other, create the ‘safety net’ – reduce the anxiety for faculty, build awareness of what is available and how it can be used
- Use technology to communicate effectively and make personal connections with the course director which students often do not receive now. Find alternative ways to engage to students to York community through online courses.
- Utilize a comprehensive learning management system that is student friendly, multiple platforms can interact, mobile accessible, and enhances student participatory learning
- Intersect eLearning and experiential education strategies to achieve course learning objectives

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- Every discipline at York offers few courses that are fully online, eventually leading to fully online degree and certificate programs.
- Develop MOOC courses as a marketing strategy to highlight research and attract students into degree programs
- Establish blended learning courses for graduate programs especially in the introductory courses to deliver straight forward content; use face to face time for experiential learning.
- Create open access to courses for students to understand the content prior to enrollment, increasing student awareness and reducing the shopping rate during the enrollment period – “trailer” for courses.

XI. Glendon Consultation - January 22, 2013

- Support for faculty members to comfortably design professional high quality courses and content, adequate resources must be provided
- To attract new students, York must project an image of forward technology development.
- Branding and promotion of university technology and course content development will build a reputation of integrity that will attract international distance students.
- Use technology most used by student to design courses and to support student course work
- Ensure content is mobile accessible, incorporate video content delivery
- A minimum of one course per department is developed in an eLearning format as a model for other course directors in the discipline
- Resolve copyright issues and set policies for course directors to share ideas and communicate best practices
- Create “trailers” to show course content, goals and teaching methods to give distance students a better idea about the value of the offerings at York. This knowledge will encourage them to enroll. This will be beneficial for all students
- Constant outreach using technology to evaluate changing student expectations, and learning cultures is a key to understanding students. This will facilitate continuous, relevant development in course content and delivery methods.