

## **Contact North | Contact Nord**

Ontario's Distance Education & Training Network  
Le réseau d'éducation et de formation à distance de l'Ontario

# **A collaborative and integrated approach to technology-assisted and online learning in Ontario's French-language and bilingual educational institutions**

## **Final report**

# *Politique d'aménagement linguistique* Partners

- Campus d'Alfred - University of Guelph
- Centre for Research in Franco-Ontarian Education - Ontario Institute for Studies in Education, University of Toronto
- Collège Boréal
- La Cité
- Dominican University College
- Glendon College - York University
- French-Language Virtual Learning Consortium of Ontario (CAVLFO)
- Université de Hearst
- University of Sudbury
- University of Ottawa
- Laurentian University
- Saint Paul University

March 2014

# Perspectives on the Future

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*A collaborative and integrated approach to technology-assisted and online learning in Ontario's French-language and bilingual educational institutions*

## EXECUTIVE SUMMARY

The French-language Education Policy and Programs Branch (FLEPPB) of the Ontario Ministry of Training, Colleges and Universities and the Ontario Ministry of Education invited the bilingual and French-language educational partners of the *Politique d'aménagement linguistique* (PAL)<sup>1</sup> to develop a collaborative and integrated approach to technology-assisted and online learning for Ontario's French-language and bilingual postsecondary education institutions. Contact North | Contact Nord, Ontario's Distance Education & Training Network, was asked to undertake and facilitate a three-phase consultation process with the twelve PAL educational institutions. The consultation process was designed to identify work that had already been undertaken by the institutions, the areas of common interest and how to implement the vision of a collaborative and integrated approach to technology-assisted and online learning in Ontario's French-language and bilingual postsecondary institutions.

The following PAL institutions participated in the consultation:

1. **Campus d'Alfred – University of Guelph**
2. **Centre for Research in Franco-Ontarian Education (CREFO), Ontario Institute for Studies in Education, University of Toronto**
3. **Collège Boréal**
4. **La Cité**
5. **Dominican University College**
6. **Glendon College – York University**
7. **French-Language Virtual Learning Consortium of Ontario (CAVLFO)**
8. **Université de Hearst**
9. **University of Sudbury**
10. **University of Ottawa**
11. **Laurentian University**
12. **Saint Paul University**

### Stage 1

In this first stage, letters were sent to senior management at PAL institutions, inviting them to participate in the consultation process and designate a representative. During the round of phone interviews with each of the twelve institutions, challenges and concerns were identified and defined.

An information-gathering template was then sent to each institution in November 2013, the purpose of which was to:

1. **Prepare an inventory of current and/or planned initiatives for French-language online learning;**
2. **Estimate the size of current investments;**

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<sup>1</sup> The *Politique d'aménagement linguistique* (PAL) is the Ontario French-language Policy Framework for Postsecondary Education and Training. It is commonly referred to as the "*aménagement linguistique* policy" in Ontario government publications.

3. Quantify existing technological and educational capacities;
4. Identify the pool of specialized human resources;
5. Itemize the current program and course offering;
6. Develop a profile of users;
7. Describe the institution's initiatives and innovations;
8. Identify champions and successful innovators;
9. Gather leaders' views on technology-assisted learning and the development of the competitive environment;
10. Understand their positioning and current and anticipated challenges.

## **Stage 2**

In the second stage, face-to-face in situ meetings with each institution in January and February 2014 aimed at creating snapshots of their individual development and innovations in technology-assisted and online learning, and exploring areas where interests converged. A fact sheet was completed after each interview and validated by the institution. These detailed fact sheets are found in a document that accompanies this report.

## **Stage 3**

In this final stage, a working session was held on February 28, 2014, where an overall status summary was presented, and the detailed fact sheets were shared. This dialogue process, which involved the 12 PAL institutions and the FLEPPB representatives, validated the conclusions and identified common areas of interest and the conditions for a successful collaborative and integrated approach to online learning in Ontario's postsecondary French-language and bilingual educational institutions.

Convergence of interests orbited around joint work on targeted programs, courses and student services. The dialogue among the institutional PAL partners led to the identification of areas of common interest:

1. **Standardization of the definitions of concepts and methods in order to ensure a common and shared understanding of technology-assisted and online learning;**
2. **Exploration of technology adoption strategies by faculty, recognizing the organic nature of the process of change within all the institutions;**
3. **Identification of projects for the shared development of programs and courses and, in particular:**
  - a) **Identification of entire programs to develop;**
  - b) **Validation of the inventory of current online courses and identification of courses that can be used as a basis for cooperation;**
  - c) **Identification of the potential for online cooperation based on agreements for articulating, aligning and recognizing already established courses;**
  - d) **Identification of low enrolment and general education courses at the first-year level that could be targeted for short-term cooperation;**
  - e) **Sharing of online tools for teaching and learning;**
  - f) **Use of technology to meet "special needs" as understood in the Education Act;**
4. **High school, college and university alignment through sharing of online tools, modules and adapted courses;**
5. **Exploration of international offerings for French-language hybrid and completely online courses;**

6. **Setting up a repository of French-language open educational resources and models of effective practice;**
7. **Preparation of a development strategy for French-language e-books.**

The following foundational components of a collaborative and integrated approach are also areas of common interest:

1. **Primacy of pedagogy and access to postsecondary education affirmed in all technology projects;**
2. **The integration of technology-assisted and online learning as core components of institutional strategic planning;**
3. **Development of a minimum partnership participation capacity for smaller institutions;**
4. **Sustained coordination aimed at building an interdependent relationship between institutions and technology-assisted and online learning stakeholders over a period of several years;**
5. **An incentive funding model that recognizes the dynamics of innovation and the creation of start-ups within institutions, as well as sustained and coordinated participation in ongoing provincial initiatives;**
6. **Sustained exploration of technology-assisted and online learning business models, with particular focus on investments in infrastructure and operations and the consequences of student mobility on funding and provincial funding mechanisms, etc.**

The French-Language, Aboriginal Learning and Research Division has stressed the importance of networking among French and bilingual institutions to align with provincial online learning initiatives. Overall budgets for these initiatives have already been announced for the three next years, and the governance mechanisms will be finalized in the near future. A collaborative and integrated approach would make it possible to improve the positioning of the French and bilingual institutions in the context of these initiatives.

The PAL partners expressed their desire to work together on concrete projects, on the condition that resources to support cooperation and ensure information flow can be found. The partners stressed the importance of maintaining and sustaining momentum. Contact North | Contact Nord, which is a model for cooperation among public colleges, universities and literacy and basic skills and other training providers, is available to support the partners' efforts and can continue to perform the role it played in the successful execution of the initial consultation mandate it received from the Ministry, if appropriate funding can be secured.

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# 1. INTRODUCTION AND METHODOLOGY

In July 2013, the French-language Education Policy and Programs Branch (FLEPPB) of the Ontario Ministry of Training, Colleges and Universities and the Ontario Ministry of Education invited the bilingual and French-language educational partners of the *Politique d'aménagement linguistique* (PAL)<sup>2</sup> to develop a collaborative and integrated approach to technology-assisted and online learning for Ontario's French-language and bilingual postsecondary education institutions. FLEPPB pointed out that the Ontario Government had set a target of 70% of adults in the province obtaining postsecondary education credentials. To achieve this, the postsecondary education system has to become "accessible to a non-traditional student clientele or more flexible and more accommodating towards adult learners and potential students from groups that do not easily reach higher education levels."

The FLEPPB retained the services of Contact North | Contact Nord "in order to develop, in consultation with the postsecondary education sector, an integrated model and concerted approach to online learning in Ontario's French and bilingual postsecondary educational institutions."

## Stage 1

In this first stage, letters were sent to senior management at PAL partners, inviting them to participate in the consultation process and designate a representative. During the round of phone interviews with each institution, challenges and concerns were identified and defined.

An information-gathering template was then sent to each institution in November 2013, the purpose of which was to:

1. Prepare an inventory of current and/or planned initiatives for French-language online learning;
2. Estimate the size of current investments;
3. Quantify existing technological and educational capacities;
4. Identify the pool of specialized human resources;
5. Itemize the current course and program offering;
6. Develop a profile of users;
7. Describe the institution's initiatives and innovations;
8. Identify champions and successful innovators;
9. Gather leaders' views on technology-assisted learning and the development of the competitive environment;
10. Understand their positioning as well as current and anticipated challenges.

## Stage 2

During this stage, face-to-face, in situ meetings with each institution took place in January and February 2014. These meetings aimed at creating snapshots of their individual development and innovations in technology-assisted and online learning, and exploring areas where interests converged. A fact sheet was completed after each interview and validated by the institution. These detailed fact sheets are found in a document that accompanies this report.

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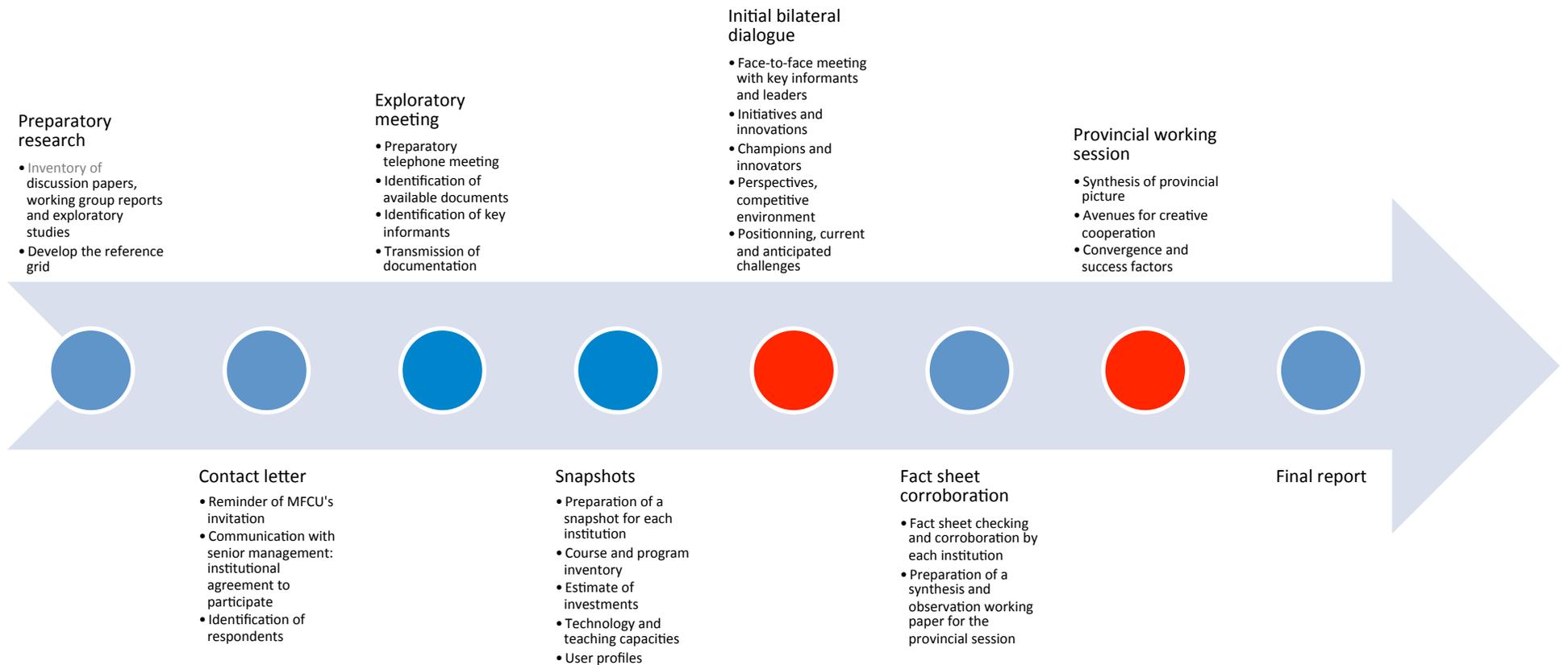
<sup>2</sup> The *Politique d'aménagement linguistique* (PAL) is the Ontario French-language Policy Framework for Postsecondary Education and Training. It is commonly referred to as the "*aménagement linguistique* policy" in Ontario government publications.

### **Stage 3**

In this final stage, a working session was held on February 28, 2014 at which an overall status summary was presented, and the detailed fact sheets were shared. This dialogue process, which involved the 12 PAL institutions and the FLEPPB representatives, validated the conclusions and identified common areas of interest and the conditions for a successful collaborative and integrated approach to online learning in the Ontario's postsecondary French-language and bilingual educational institutions.

The figure below shows the main activities.

Figure 1: Development of a concerted and integrated approach to online learning



## 2. CONTEXT

The following five elements were identified during preliminary consultations as a background to the collaborative process:

1. **Postsecondary institutions differ from each other due to their individual history, size and means at their disposal to launch new initiatives. These disparities are particularly important in any consideration of a collaborative and integrated approach as they imply variable pressures on partner resources and can produce concerns about imbalance in working relationships. Nonetheless, all participating institutions are broadly experienced in inter-institutional co-operation, both within Canada and abroad.**
2. **Disruptions to institutional financial models seem inevitable and are a source of concern. The institutions are conscious of their position in the Francophone community and in the provincial marketplace, and are fully aware of the positions of their partners – who may also be their competitors. The technology-assisted and online learning business model remains to be completed, in terms of provincial funding formulas, student mobility, transferability and the potential for generated income.**
3. **Cooperation starts from a neutral point, as there is no sense of urgency or crisis to compel change. There is no sense of imminent danger from a revolutionary transformation of the teaching and/or learning process, nor from new foreign or Canadian rivals gaining dominance, necessitating the development of defensive alliances.**
4. **A variety of provincial government initiatives have led to a kind of “white noise, wait-and-see” policy amongst the institutions. The deadlines for developing proposals are very tight and do not encourage meaningful dialogue, creative responses or genuine collaboration. Moreover, challenges to Francophone populations and institutions are not clearly identified or specifically supported within these initiatives.**
5. **The current offering of complete online programs in French is minimal as compared to the availability in English. Online learning is not identified as a priority for increasing the availability of programs or improving access to the institutions. Technology-assisted learning, often in the form of hybrid courses (blended learning), has become the preferred choice of most institutions.**

## 3. AREAS OF COMMON INTEREST

The meeting of the PAL partners made it possible to confirm areas of common interest in the development of a collaborative and integrated approach to technology-assisted and online learning for Ontario’s French-language and bilingual educational institutions. These areas of common interest include:

1. **Supporting an organic development process;**
2. **Developing and reinforcing strategic oversight;**
3. **Offering targeted incentive funding and taking part in current provincial initiatives;**
4. **Mitigating the risks associated with innovation;**
5. **Seeking common areas of interest and governance for a Centre of Excellence;**
6. **Focussing on joint work based on concrete projects; and**
7. **Extending the reach of hybrid courses.**

This represents a substantial agenda for change and development for the institutions engaged in this process.

### 3.1 Supporting an organic development process

*“The organic development process is real. In some cases it also followed strategic choices in various programs that did not originate in academic departments, while in others, projects emerged from provincial government funding. It is important to support organic processes but it is also essential not to cast aside the possibility of developing a significant number of online courses arising from strategic initiatives.”*

#### Individual initiatives and flagship innovation

The development of technology-assisted, hybrid and online learning was an organic process that arose through individual initiative in almost all the participating institutions, no matter their size. The faculty who were early users (“early adopters”) of new technologies made major personal investments in time and energy. The larger institutions set up centres of expertise and invested significant dollars in specialized infrastructure and operations. However, the smaller institutions still depend almost entirely on personal initiative rather than a focused strategic thrust. Initially, the consequence of this organic development was a helter-skelter mix of online courses or educational resources serving the needs of some students in selected courses. The development of complete programs online was often propelled by targeted external investment.

#### Targeted initiative and strategic interests

Later on, many initiatives were implemented to respond to strategic institutional decisions. An online course developed by three institutions to help grade 12 students make the transition to university was offered as an example. The partners explained that this project was not the product of support for an organic development process but, instead, was a strategic choice in the sense that the idea did not emanate from a single academic department, university or partner. A concrete need was identified and the stakeholders worked to generate course choices directly.

The expansion of the use of technologies is an organic process within institutions that is accelerated by the investment of resources resulting from strategic choices. The more technology-enhanced learning is seen to be core to the strategic intent of institutions, the more technologies are used to enhance and deliver learning.

#### Support for innovators and faculty training

More extensive use of teaching and learning technologies will require support for this organic process. Ideas and best practices spread through peer adoption and adaptation of best practices, availability of relevant and appropriate expertise, and pressure from students for greater flexibility.

The institutions expressed their willingness to benefit from the sharing of strategies and implementation models to accelerate the adoption of technology by their faculties. Individualized approaches are necessary to respect collective agreements and unionized environments. Faculty often are concerned about weakening traditional teaching methods by offering online programs and/or courses. In the context of decision-making in colleges and universities, concerns expressed by faculty have a crucial impact on strategic planning for online and hybrid/blended learning.

## Institutional organic development and dialogue

*“Students who benefit from e-learning Ontario and the 21st Century Teaching and Learning Initiative in high school are future students of postsecondary educational institutions. Their needs and desires will have a major impact and define demand. These young people can find answers to their desires and their passions online and will look elsewhere if access is not available in French. The school boards have acknowledged the importance of not abandoning this market to the English school system. There is an urgent need to get started ...”*

The organic development process has made it possible to develop technology-assisted and online learning up to a certain point. While several institutions have a range of hybrid and online courses, a collaborative and integrated approach is now required to meet the needs of students, employers and the community by achieving wider access.

The conceptual framework proposed by the Ministry targets particularly online learning as opposed to the more generalized term distance education. Most of the institutions stress that their preferred approach is the hybrid/blended model. They emphasize the importance of using all available modes, media and technology supported by personalized student services and various approaches to classroom or mediated human interaction, in real time (synchronous) or asynchronous mode.

Incorporating organic growth into a concerted approach that takes advantage of “start-up” and early adopter dynamics poses a challenge, particularly in the context of existing provincial initiatives and their resourcing. The current funding formulas and timelines leave little time to develop major inter-institutional cooperation. PAL partners are also concerned that a governance framework is emerging that does not take full account of the specific circumstances and needs of Francophone

students.

## 3.2 Developing and reinforcing strategic oversight

### Online learning and technology-assisted learning must respect the pedagogy and meet the needs of students

*“Online learning should not be an objective in and of itself. The institutional reflex must rather be to identify its students and their needs, and what educational means of support are needed to meet these needs. Distance training is part of this reflective process.”*

For many institutions, distance education – whether online or otherwise – addresses the issue of access to postsecondary education, with the specific objectives of student retention and academic success. In addition, distance education enables students to remain within their cohort and on their diploma/degree track when they are missing specific courses.

Among the strategies for student success and retention, the quality of human interaction is paramount. Technology choices must always support the teaching strategy appropriate for

each course and student population. The benefits of online learning need to be explained and promoted to students who perceive it as inferior to classroom teaching.

## **Institutional strategic planning**

All of the participating institutions have articulated technology-assisted and online learning oversight strategies or are in the process of doing so. The larger institutions have recently completed strategic planning initiatives which nonetheless remain largely peripheral to the major institutional challenges. Technology-assisted learning is not yet part and parcel of the core institutional “reflex” when considering the strategic choices to be made.

Smaller institutions are beginning to acquire technology, often in conjunction with the university with which they are federated or affiliated. Several of these institutions see the personalized approach they offer students as their competitive edge and look at learning technology as a possible distortion of their strength.

Implementation planning strategies proceed on two main tracks:

- **Distance education:**
  - **Asynchronous** – involving a tutor or teacher using variable degrees of available technological potential (audio and video clips, online questionnaires, “serious gaming”, etc.) to reach students who participate according to their own schedule within the parameters of the course timelines.
  - **Synchronous** – using web conferencing, videoconferencing or audioconferencing technology to provide remote access to traditional classroom teaching on campus, with distance students participating in the real-time class.
- **Hybrid courses (blended learning)**, which divide the contents of a course between classroom and online content and which may or may not be “flipped classes” where more time is spent online than in class.

Online learning should not be an objective in and of itself. Instead, the institutional reflex should be to identify each program’s students and their needs, and the most appropriate support to meet these needs. Online and distance education, as well as hybrid learning, are options in this reflective process.

Each institution has its own strategic challenges and responses. Cooperation based on respecting these individual institutional strategic frameworks can enable a sharing of best practices, rather than using a top-down approach coming from the Government of Ontario. The current conceptual model proposed by the Ministry does not include a distinct Francophone governance mechanism. The question of a strategic response from the PAL partner network was raised, along with concern about potential flexibility in designing models that meet the Francophone needs.

## **Institutional centres of expertise**

The PAL partners share a vision of the importance and potential of teaching and learning technologies to support pedagogical projects. Centres of expertise and working groups have moved the issue forward, seeking to make it ever more central to overall strategic planning in their institutions. External players can contribute by highlighting best practices and supporting inter-institutional and project team dialogue and communication. The exchanges among these centres of expertise may include a sharing of “learning objects” and materials (open educational resources), of tools for gathering online student feedback and approaches and strategies for the adoption of technologies.

### Francophone differentiation within provincial initiatives

The provincial online learning initiatives and, in particular, the recently announced investment of \$12 million are centred on developing online courses with the largest enrolment, providing full credit transfer amongst Ontario institutions. These are introductory courses in various disciplines that are of interest to thousands of students in the major Anglophone institutions.

The Francophone reality is different. In any differentiation strategy intended to meet these needs of the Francophone community in Ontario, innovation and support are required to complete program development, course recognition, program articulation and other student mobility initiatives. Some of the demands and needs will look very different from the needs of Anglophone communities and institutions.

General education courses offered to students in multiple college programs are the first ones targeted by online training in Anglophone institutions. It is also here that we find the most flexibility in Francophone institutions, much more so than in specialized college and university programs, and consequently could be the initial locus of cooperation.

### 3.3 Offering targeted incentive funding and taking part in current provincial initiatives

A strategic positioning vis-à-vis current provincial initiative requires a “Francophone champion” to put forward joint “products” and promote the interests of Francophone students and institutions. Fundamental work is necessary in order to outline these potential collaborations for the development of entire online programs, current program articulations, credit recognition, and transferability. The differentiated needs of the Francophone community and institutions need to be reflected in the strategy being pursued by government and in the governance of its strategic investments.

The partners have various views on the question of a separate budget for Francophone initiatives, since the consolidation of Francophone requests might result in access to more substantial resources within the framework of invitations to submit proposals to language-independent budgets. The institutions have a strategic interest in building the major partnerships that will be needed to move forward with a coordinated approach. A participatory framework for collaborative institutions will also be needed.

*“When grants are received, one develops the courses as much as possible. The greatest challenge faced by colleges is related to operating costs. Developing courses is great, but the real issue involves maintaining the technology and continuing to advance.”*

Funding new initiatives in technology-assisted and online learning should start by pointing out the role of “angel investors” to support start-ups. These investors contribute start-up capital and mobilize expertise to support new enterprises, while seeking to minimize their administrative footprint. They also acquire an equity position in the capital of the business, which means that they are both interested and active owners. Many operational parallels exist when considering the creation of a public investment fund.

Incentive financing must make it possible to free up content experts and provide them with techno-pedagogical support to fully benefit from the possibilities

provided by teaching and learning technologies. Reduced course load for faculty and instructors and/or the awarding of development contracts are also necessary.

Investment choices can also provide leadership for the organic development process mentioned above. Piecemeal development observed in the first wave of exploration can be more widely focused on the basis of the shared interests of the institutions.

### 3.4 Mitigating the risks associated with innovation

The business models must be well-tuned and their intended or unintended impacts on government funding formulas need to be better understood. Above and beyond investments in capital assets (infrastructure) and operational expenses (human resources and systems management), the institutions are currently exploring initiatives that could have a significant impact on their revenue structure, either through new funding formulas or income generated by registration. The support provided by the Government could make it possible to directly compensate for the immediate costs of innovation in educational technology or could mitigate their impacts over a longer period of transition.

The development and maintenance of a minimum capacity for participating in the partnerships are necessities for smaller institutions – the transaction costs of such partnerships are high. Without this threshold capacity, these institutions will be excluded from the development from the very start and will find it difficult, if not impossible to “join in” at a later stage.

### 3.5 Seeking common areas of interest and governance for a Centre of Excellence

The purpose of this initiative is to benefit Francophone students. The goal must be to provide access for the greatest number of students who go directly from secondary to postsecondary education, as well as for adult students already in continuing education or who wish to return to studies. However, institutional constraints and, in particular, the university senate approval procedures and conditions set in collective agreements place restrictions on both the extent and speed of development, as well as the disruptive nature of these developments. OntarioLearn has developed a well-tuned model of governance and business association. Overall, quality control parameters, course update processes and content alignment with programs that are specific to individual institutions remain challenges that must be addressed.

*“Four principles form the basis of secondary school policy applied by the 12 CAVLFO board partners: coherence, flexibility, autonomy and cooperation.”*

The organizing principle for cooperation must be common areas of interest, i.e. partnership in any joint initiative must be voluntary and contribute to meeting clearly articulated institutional interests. The possibilities for project team membership are numerous and varied, drawing from among 12 potential partners, and it is important that all options are considered. Partnership configuration and reconfiguration should be dynamic and function on the just-in-time principle. The duration of

partnerships can also vary widely with joint projects lasting a few months to a few years, until the desired goals are achieved. The institutions anticipate that there will be few joint projects that interest all the PAL partners simultaneously.

The consortium experience of several initiatives – in particular the French-Language Virtual Learning Consortium of Ontario (CAVLFO), the Consortium national de formation en santé (a national consortium for health education) and the pedagogical resource development consortium in New Brunswick – demonstrate the importance of maintaining relationships among both decision makers

and content producers. The high-level engagement makes it possible to provide the relationship with a strategic focus, whereas working together on specific projects enables tangible advancement. The creation of communities of practice for technology and pedagogy is essential to the development of an interdependent relationship and effective knowledge sharing.

### 3.6 Focussing on joint work based on concrete projects

*“It would be of interest to share winning practices, create a Francophone learning community in Ontario and create a virtual French-speaking identity. It would be useful for our students to see that they are not alone in this universe.”*

The core focus for future joint projects seems to be at the program level, where commitment to action and tangible results provides mutual benefits and leads to a well-rooted interdependent relationship.

The following examples of joint projects are listed in no particular order:

1. **Exploring technology adoption strategies by faculty;**
2. **Developing complementary courses at several institutions aimed at constituting a common program or filling specific resource gaps at a particular institution;**
3. **High-school–college–university alignment through shared online tools, modules and adapted courses;**
4. **The use of technologies to meet special needs of students as understood in the *Education Act*;**
5. **Exploration of the international offering of French-language hybrid or completely online programs and courses;**
6. **Setting up a consortium for acquiring technology and establishing a repository of open educational resources and effective practice models;**
7. **Preparation of a development strategy for French-language e-books.**

The experience of the Consortium national de formation en santé (CNFS), a nationwide health education consortium, illustrates the importance of resources to coordinate cooperative efforts. Dedicated resources are necessary to support the joint initiatives that can mobilize the professorial, educational and technological resources of the institutional partners. It would be beneficial to develop a model for cooperation and to identify the conditions for success in such joint work.

### 3.7 Extending the reach of hybrid courses

While some institutions set ambitious goals for the development of hybrid courses, others emphasize personalized support for their students and a strong presence in their community. In both cases, the goal is the same: optimize the benefit technologies provide to extend the range of the course access and delivery, while maintaining the quality of human contact and interaction between student and faculty member or instructor. A given institution may focus on campus delivery in which classrooms bring several students together around a single subject or, alternatively, choose to deliver to rural and remote communities, where contact is individual and may involve several different courses. Some may offer both.

The initiative being envisaged could help to support the invention of “delocalized” hybrid courses, in which the contents and structure of courses developed by an institution and that are available online are accompanied by a local human presence provided under the auspices of another institutional partner. Several questions need to be explored here, as the tasks of faculty and instructors will have to be redefined and technology and legal issues clarified, etc.

Such hybrid courses, with or without “flipped classroom” features, could unite technology, content and the human relationship on campus and in the wider field. The experience of several PAL institutional partners has led to the consideration of new models that take full advantage of the potential of technology, structure of hybrid courses and infrastructure in place in the field throughout the province.

Laurentian University’s Social Work Program, which is jointly delivered by Université de Hearst and Nova Scotia’s Université Sainte-Anne, is an interesting example of a program delivery and revenue-sharing formula. OntarioLearn funding formulas can also serve as useful models.

Contact North | Contact Nord’s network of 112 online learning centres supporting 600 communities provide students who use distance courses with the opportunity to be part of a “study centre” in communities that are isolated or not served by postsecondary institutions. Library and teaching support resources could also be dispensed in such centres. Cohorts could be comprised of students who take different courses but help each other in their studies. Such models are currently being tested for Aboriginal communities.

## 4. ACTION AND MONITORING PATHWAYS

### Seeking areas of common interest and interdependent relationships

*“The road is created by coming and going.”*

Areas of common interest focus around joint work on targeted programs, courses and student services. The dialogue among PAL institutional partners made it possible to determine that their areas of common interests include:

1. **Standardization of the definitions of concepts and methods in order to ensure a common and shared understanding of technology-assisted and online learning;**
2. **Exploration of technology adoption strategies by faculty, recognizing the organic nature of the process of change within all the institutions;**
3. **Identification of projects for the shared development of programs and courses ,in particular:**
  - a) **Identification of entire programs to develop through course pooling;**
  - b) **Validation of the inventory of current online courses and identification of courses that can be used as a basis for cooperation (including the Consortium des universités de la francophonie ontarienne inventory);**
  - c) **Identification of the potential for online cooperation based on agreements for articulating, aligning and recognizing already established courses;**
  - d) **Identification of low enrolment and general education courses that could be targeted for short-term cooperation;**
  - e) **Sharing of online tools for teaching and learning;**
  - f) **Using technology to meet “special needs” outlined in the Education Act;**
4. **High school, college and university alignment through sharing of online tools, modules and adapted courses, including preparation of an inventory of existing course alignments and recognition agreements;**
5. **Exploration of the international offering of French-language hybrid or completely online courses;**
6. **Establishment of a consortium for acquiring technology and setting up a repository of open educational resources and models of effective practice;**
7. **Preparation of a development strategy for French-language e-books.**

## Foundational components

The following components which form the foundation of a collaborative and integrated approach are also areas of common interest:

1. **Primacy of pedagogy and access to postsecondary education affirmed in all technology projects;**
2. **The integration of technology-assisted and online learning core components of institutional strategic planning;**
3. **Development of a minimum partnership participation capacity for smaller institutions;**
4. **Sustained coordination aimed at building an interdependent relationship between institutions and technology-assisted and online learning stakeholders over a period of several years;**
5. **An incentive funding model that recognizes the dynamics of innovation and the creation of start-ups within institutions, as well as sustained and coordinated participation in ongoing provincial initiatives;**
6. **Sustained exploration of the technology-assisted and online learning business model, with particular focus on investments in infrastructure and operations and the consequences of student mobility on funding and provincial funding mechanisms, etc.**

## Support for cooperation and creation of a web environment

Contact North | Contact Nord offers to set up a web environment to facilitate inter-institutional information sharing and coordinate the next identified stages of work. Communication and information sharing are essential.

In the immediate future, the following steps will be required:

1. **An update of the list of programs and courses offered online by all 12 partners;**
2. **A partner exchange to identify specific joint projects and project clusters;**
3. **A coordinated engagement in provincial initiatives, at least in terms of information and strategic choices made and at best in terms of joint initiatives.**

## 5. PORTRAITS OF THE PARTNER INSTITUTIONS

The following pages present portraits of each of the partner institutions.

1. **Key information on technology-assisted and online offerings of each partner;**
2. **Challenges;**
3. **Initiatives;**
4. **Common areas of interest.**

A final chart presents a comparative summary of the institutional profiles and areas of interest.

More detailed fact sheets were prepared for each institution and are appended in a second document. These fact sheets are available in French only.

## 5.1 Campus d'Alfred – University of Guelph

### Synopsis

1. Number of technology-assisted courses: approximately 9;
2. Number of online courses: 4;
3. Platform: Courselink – custom-tailored version of Desire2Learn (D2L);
4. Multimedia rooms: No (funding application under study);
5. Estimated investment: \$56,000/year (human resources);
6. Human resources: One faculty member acting as part-time coordinator;
7. Challenges: Technology adoption; commitment/freeing up teachers to develop courses; insufficient band-width; need for local dedicated expert resources;
8. Initiatives: “Organic” technology adoption process; ESSOR program for immigrants taking advantage of online courses;
9. Common areas of interest: Targeted investments; business model; bandwidth; common programs and courses; inter-institutional complementarity.

Campus d'Alfred sees the potential convergence of its interests and those of other *Aménagement Linguistique Policy* (PAL) partners in the following areas:

- a) The need for targeted investments to develop and test distance courses, hybrid learning and adapted classroom prototypes;
- b) Exploration of the bases for a business model for generating new revenue through technology-assisted and online learning;
- c) Identification of solutions to the problem of limited bandwidth in rural and isolated communities;
- d) Enhancement of existing key partnerships with Collège Boréal in the immediate future, in order to improve the optional course offering and “delocalized” hybrid training, joint programs and certification;
- e) Coordination of program and course development and inter-institutional complementary offerings.

The detailed fact sheet can be found in Appendix 1 of the accompanying document. This fact sheet is available in French only.

## 5.2 Centre for Research in Franco-Ontarian Education (CREFO) – Ontario Institute for Studies in Education, University of Toronto

### Synopsis

1. Number of technology-assisted courses: 13 hybrid courses;
2. Number of online courses: 2;
3. Platform: Blackboard (OISE); Adobe Connect; Pepper; Videoconference;
4. Multimedia rooms: OISE;
5. Estimated direct investment: \$13,000; OISE investment not quantified;
6. Human resources: 5.5 ETP;
7. Common areas of interest: Master's and doctoral courses; experience in co-tutoring; research into techno-pedagogy.

The CREFO sees the convergence of its interests with those of the other *Aménagement Linguistique Policy* (PAL) partners in the following areas:

### Informal cooperation

- a) At present, students enrolled at other Canadian or Ontario universities can enroll in our courses using *Canadian Universities Graduate Transfer Agreement* (CUGTA, 1998)<sup>3</sup> and *Ontario Visiting Graduate Students* (OVGS)<sup>4</sup> forms. This is an individual process that requires approval by the administration of the student's current school and our own institution. Our own students sometimes apply to other Ontario or Canadian institutions to follow accredited courses in their Master's degree programs (especially), based on the number of courses permitted at an outside institution in the accredited program; this informal system functions well but requires up to six weeks of advance preparation;

### More formal cooperative possibilities

- b) Cooperation should emphasize the expertise of individual environments and teachers;
- c) The CREFO would be ready to share course titles and descriptions that already exist online ([http://crefo.oise.utoronto.ca/COURS/LISTE\\_COMPLETE\\_DE\\_COURS\\_OFFERTS.html](http://crefo.oise.utoronto.ca/COURS/LISTE_COMPLETE_DE_COURS_OFFERTS.html));
- d) Possibilities for co-tutoring cooperation with other PAL institutions could perhaps be studied.

The detailed fact sheet can be found in Appendix 2 of the accompanying document. This fact sheet is available in French only.

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<sup>3</sup> [http://www.cags.ca/documents/agreements/Entente\\_Aut\\_hor.pdf](http://www.cags.ca/documents/agreements/Entente_Aut_hor.pdf)

<sup>4</sup> <http://www.sgs.utoronto.ca/Documents/Ontario+Visiting+Graduate+Student+Agreement.pdf>

## 5.3 Collège Boréal

### Synopsis

1. Number of technology-assisted courses: 683 hybrid courses;
2. Number of online courses: 84 distance training courses;
3. Platform: Blackboard; Webex; Cisco TelePresence;
4. Multimedia rooms: 36;
5. Estimated investment: \$929,000; access to 140,307 e-books, 6,211 videos and 22,983 periodicals;
6. Human resources: Staff support centre; educational adviser, project management, multi-media designer, linguistic reviser, computer graphics expert, programmer, marketing;
7. Challenges: Extended territory, widely dispersed clientele; contractual faculty supervision;
8. Initiatives: iPads in classrooms; virtual desktop; learning studio pilot project (use of teaching and learning technologies); staff support centre - webinars, workshops, mandatory supervision;
9. Common areas of interest: electronic tablets in classrooms; creation of a Centre of Excellence in flexible learning; expertise in multiple access point delivery including new frontier sites; exploration of student focussed hybrid learning.

Collège Boréal sees the convergence of its interests with those of the other *Aménagement Linguistique Policy* (PAL) partners in the following areas:

- a) Exploration of the use of electronic tablets in classrooms;
- b) Targeted cooperation to share technological access and educational experience with remote or hard-to-access sites;
- c) Development of electronic resources such as electronic textbooks, course modules or other educational uses of technology for college courses;
- d) Exploration of hybrid learning based on an approach centred on students and their needs, which aims at uniting pedagogy and technology and which seeks think-outside-the box solutions.

The detailed fact sheet can be found in Appendix 3 of the accompanying document. This fact sheet is available in French only.

## 5.4 La Cité

### Synopsis

1. Number of technology-assisted courses: unstated;
2. Number of online courses: 105;
3. Number of courses under development: 10;
4. Number of online programs: 20;
5. Platform: Desire2Learn;
6. Multimedia rooms: 1 TelePresence room, 5 mobile modules;
7. Estimated investment: Infrastructure: \$1,000,000 + \$400,000 per year of operation; \$450,000 per year to develop courses;
8. Human resources: 11 employees (4 full-time);
9. Challenges: Adoption of technology; incorporation into institutional strategies;
10. Initiatives: Learning through “serious gaming”; personalized dashboard; Centre Innov@Cité, MOOCs;
11. Common areas of interest: Mitigation of innovation risks; international offering monitoring; voluntary partnerships; joint technology purchasing agency; e-book strategy; common virtual library.

Technology-assisted and online learning represent an important transformation that needs to be properly managed. Conditions need to be created to support the shift from traditional to virtual classrooms and benefit from the full potential of these modes to transform the virtual class, rather than replicate the face-to-face classroom. The challenge is to roll out pilot project experiences into core institutional strategies.

The central argument remains the improvement of teaching through the use of technology. The forces driving the change are as follows:

- a) **First and foremost, the needs of students who require learning tools that correspond to technologies already omnipresent in their daily experience;**
- b) **Admission offices that take into consideration changing demographics, the courses and programs available from other institutions, and their market share;**
- c) **Funding incentives that allow exploration and risk-taking, support the transformation of institutional systems, and mitigate the risks related to innovation.**

La Cité sees the convergence of its interests with those of the other *Aménagement Linguistique Policy* (PAL) partners in the following areas:

- a) **As geographical borders disappear with online learning, it has become necessary to monitor international offerings, include wider community representation (for example, under the Ministry’s policy, program advisory committees must be comprised of at least 70% of local stakeholders) and develop customer relationships in new national and international markets;**
- b) **The organizing principle must be voluntary participation in joint projects with one or more partners. La Cité already partners with other institutions: joint programs were developed with other colleges in Ontario and the rest of Canada (webmaster, health and community service management, etc.); program content is routinely shared, as are best practices;**
- c) **A joint technology-purchasing agency could raise the purchasing power of individual institutions. Certain resources for faculty could also be shared. Sharing technology may be more of a problem, as customer support and 24/7 customer service remain concerns;**

- d) A French-language virtual library could be shared;**
- e) A shared French e-book strategy could be developed.**

The detailed fact sheet can be found in Appendix 4 of the accompanying document. This fact sheet is available in French only.

## 5.5 Dominican University College

### Synopsis

1. Number of technology-assisted courses: PowerPoint used;
2. Number of online courses: 8 distance courses;
3. Platform: Desire2Learn; access to the resources of Carleton University;
4. Multimedia rooms: 2 Carleton University videoconferencing classrooms;
5. Estimated investment: not specified;
6. Human resources: an assistant to support the faculty member or instructor;
7. Challenges: Small team requires multi-tasking; nature of programs (philosophy and theology); adoption of technology;
8. Initiatives: International participation with Domuni;
9. Common area of interest: Common courses within programs of other institutions; international marketing based on relationships with Dominican and Jesuit fathers; common ethical core; market for registration based on personal interest;

The Dominican University College sees the convergence of its interests with those of the other *Aménagement Linguistique Policy* (PAL) partners in the following areas:

- a) The contribution of courses within programs offered by other postsecondary institutions as part of targeted cooperation;
- b) The use of the international Dominican and Jesuit connections to offer distance programs (understanding the difficulties of a hybrid mode in which foreign students are required to study in Canada, taking into account the time to obtain student study permits and faculty work permits);
- c) Creation of a joint “ethical” core that can be used in engineering, business and commerce and health programs, etc.;
- d) The use of courses such as the Church history inside modules on the history of the ideas in transitional social sciences and/or literature programs;
- e) The development of marketing strategies for personal interest courses not leading to diplomas that do not fit in with the institution’s student retention or customer loyalty goals.

The detailed fact sheet can be found in Appendix 5 of the accompanying document. This fact sheet is available in French only.

## 5.6 Glendon College – York University

### Synopsis

1. Number of technology-assisted courses: 327;
2. Number of online courses: 8 + 15 first year Master's degree courses in Conference Interpretation;
3. Courses under development: 14;
4. Platforms: Moodle; Adobe Connect;
5. Multimedia rooms: 45 classrooms;
6. Estimated investment: not specified;
7. Human resources: Data processing (6 employees); advisory committee on online teaching (7 members); academic coordinator for new technologies; York University tech services;
8. Challenges: Investment in course development;
9. Initiatives: Master's degree in Conference Interpretation;
10. Common areas of interest: Program complementarity and cooperation as natural points of contact; knowledge and technical solution sharing; development of international marketing strategies; funding formulas.

Glendon College - York University sees the convergence of its interests with those of the other *Aménagement Linguistique Policy* (PAL) partners in the following areas:

- a) Direct cooperation with University of Ottawa programs, allowing for consolidation of low enrolment course offerings;
- b) Exploration of program complementarity as natural points of inter-institutional contact and Master's program prerequisites (including those of the Quality Council);
- c) Sharing and cooperation in the field of technical and technological solutions to online delivery challenges and issues in order to broaden the skills pool;
- d) Development of international market development strategies and especially the facilitation of Canadian study permits for students who studied online from other countries;
- e) Exploration of funding formulas in an online universe (Who do students “belong” to?).

The detailed fact sheet can be found in Appendix 6 of the accompanying document. This fact sheet is available in French only.

## 5.7 French-Language Virtual Learning Consortium of Ontario (CAVLFO)

### Synopsis

1. **Number of technology-assisted courses:** All courses are delivered in asynchronous mode;
2. **Number of online courses:** 72, with 15 under development in 2014-2015 (2,000 credits awarded);
3. **Platform:** Desire2Learn (under a provincial license Ministry of Education licence);
4. **Multimedia rooms:** Based on availability in the 12 consortium school boards;
5. **Estimated investment:** Not specified;
6. **Human resources:** 31 (including 20 teachers, each working in an attached school);
7. **Challenges:** Setting course quotas (limited by the number of available teachers and online courses);
8. **Initiatives:** Working with public institution consortiums; student supervision structure; participative team leadership dynamics; ongoing training within the school boards (team of trainers);
9. **Common areas of interest:** Secondary/postsecondary alignment (dual recognition of credits, preparatory tools, etc.); modeling of the CAVFLO experience.

French-Language Virtual Learning Consortium of Ontario (CAVLFO) sees the convergence of its interests with those of the other *Aménagement Linguistique Policy* (PAL) partners in the following areas:

- a) **Incorporating training workshops on online learning into the initial teaching provided by the provincial Faculties of Education;**
- b) **Aligning student needs as they move from secondary to postsecondary education through the use of a more extensive variety of online learning tools, such as the BoBio module created by La Cité for pupils who have difficulty with anatomy and was made available to high school students;**
- c) **The wider use of online and hybrid learning in elementary schools to help students develop 21<sup>st</sup> - century skills before they move to secondary and then to postsecondary institutions;**
- d) **The possibility of creating innovative models, such as the “school within a school” that allow adult students to earn their Ontario Secondary School Diploma at a postsecondary institution;**
- e) **The exploration of knowledge deriving from CAVFLO experience in the exclusive use of asynchronous mode with strict, personalized supervision and the dynamics that increased the level of coherence amount the 12 school boards province-wide.**

The detailed fact sheet can be found in Appendix 7 of the accompanying document. This fact sheet is available in French only.

## 5.8 Université de Hearst

### Synopsis

1. Number of technology-assisted courses: 5 hybrid courses;
2. Number of online courses: 2;
3. Platform: Moodle, Via and Web Conferencing Mode 6;
4. Multimedia rooms: 9 classrooms shared by 3 campuses;
5. Estimated investment: Infrastructure: \$490,000; \$130,000 for technology-assisted and online learning;
6. Human resources: 1 technician, 1 specialist in techno-pedagogy;
7. Challenges: Insufficient bandwidth; commitment to personal and personalized service;
8. Initiatives: Joint certification project; use of technologies to meet special needs; block course model;
9. Areas of common interest: Development of a hybrid course partnership model (contents/fieldwork); Expertise centre in techno-pedagogy.

Université de Hearst sees the convergence of its interests with those of the other *Aménagement Linguistique Policy* (PAL) partners in the following areas:

- a) **Sharing techno-pedagogical approaches, with emphasis on technology-assisted teaching, as well as informal but supported networking of the techno-pedagogy specialists in Francophone institutions;**
- b) **Exploring how distance learning technologies can be used to meet special needs;**
- c) **Creating a consortium with precise objectives, well-defined operating procedures, and necessary multi-year funding.**

The detailed fact sheet can be found in Appendix 8 of the accompanying document. This fact sheet is available in French only.

## 5.9 University of Sudbury

### Synopsis

1. Number of technology-assisted courses: not reported;
2. Number of online courses: 5;
3. Platforms: Desire2Learn; Extron; Polycom;
4. Multimedia rooms: 4 classrooms;
5. Estimated investment: Infrastructure – \$25,000 in videoconferencing equipment + \$18,000 in “Smart classroom” equipment;
6. Human resources: Some members of the faculty; external contractual resources;
7. Challenges: Alignment of online and correspondence evaluation systems;
8. Initiatives: Alternative distance learning course (Moose Factory); Aboriginal studies (in English); newsroom lab;
9. Areas of common interest: Common programs and courses; “delocalized” hybrid courses (i.e. Moose Factory); Francophone postsecondary space created by the use of infrastructure and supervision for student success; natural international networks; operation of hyper-specialized small local market niches.

The University of Sudbury sees the convergence of its interests with those of the other *Aménagement Linguistique Policy* (PAL) partners in the following areas:

- a) Investment in course sharing and program development that incorporate distance learning courses from a variety of institutions, thus offering an enhanced range of choice of high-quality courses;
- b) The use of physical infrastructures of institutions that are already present in remote areas to offer programs and courses of other PAL institutions, while using local student success resources (language, tutoring, coaching, etc.) to create an environment of postsecondary French-language learning where it is currently more difficult or more expensive to reach a critical mass of learners in ways that ensure financial viability;
- c) Identification of joint projects and voluntary partnerships centred on action, as opposed to projects that simultaneously mobilize all PAL partners;
- d) The identification of international distance training opportunities to enable profitability to be reached by existing networks, and the outreach of institutions, in particular based on Jesuit contacts throughout the world (one example given is the training of teachers for the *Écoles Foi et Joie* that are run by the Jesuits in Haiti);
- e) The development of hyper-specialized programs, where cohorts are distributed throughout Canada and across the world and where local expertise is of worldwide interest (examples would be the international reach of Aboriginal studies or teaching of the Ojibwa language);
- f) The exploration and/or adaptation of a hybrid model to unite correspondence courses (which always achieve enviable satisfaction scores, even when compared with online courses) with learning technologies by preserving the strongest features of each mode.

The detailed fact sheet can be found in Appendix 9 of the accompanying document. This fact sheet is available in French only.

## 5.10 University of Ottawa

### Synopsis

1. Number of technology-assisted courses: not reported;
2. Number of online courses: 289 (hybrid, distance and online) courses, 14 programs, 4,000 registrants;
3. Platform: Blackboard Learn 9.1;
4. Multimedia rooms: 185 multi-media @technology classrooms with 12,833 places; 19 videoconferencing rooms on campus and videoconferencing service in 14 Ontario and Québec locales plus an immersive TelePresence room;
5. Estimated investment: Infrastructure - not specified;
6. Human resources: 65 team members; teaching and learning support service including Centre for e-Learning and Centre for Mediated Teaching and Learning;
7. Challenges: Adoption of the techno-pedagogy by faculty; intellectual property; strategic integration;
8. Initiatives: hybrid learning on a large scale (1,000 courses); management committee on online learning; \$315,000 annual budget for the development and the implementation of a support and training program for hybrid learning;
9. Areas of common interest: Shared best practices and development of techno-pedagogy; professional networking; faculty adoption strategies.

The University of Ottawa sees the convergence of its interests with those of the other *Aménagement Linguistique Policy* (PAL) partners in the following areas:

- a) **Sharing hybrid course knowledge and best practices that include site visits, sharing information among specialized teams, direct professional networking, a “summer institute,” etc.;**
- b) **The development of knowledge in techno-pedagogy, particularly with respect to exploring faculty/TA/student ratios, copyright management, etc.;**
- c) **Faculty adoption of teaching and learning technology strategies;**
- d) **Cooperation with colleges and universities;**
- e) **Creating a joint website for sharing information and a tool repository, encouraging informal group discussions, showcasing experience, etc.**

The detailed fact sheet can be found in Appendix 10 of the accompanying document. This fact sheet is available in French only.

## 5.11 Laurentian University

### Synopsis

1. Number of technology-assisted courses: not separately reported;
2. Number of online courses: 168 (distance learning) courses; 4 bachelor degree programs;
3. Platform: Desire2Learn;
4. Multimedia rooms: Included in the campus modernization plan (2017);
5. Estimated investment: \$92,000 (development of distance training courses); \$1,500,000 for delivery;
6. Human resources: Centre of excellence in teaching recently created; educational designer, online course technician (15 hrs./week), part-time D2L technician; librarian – online resources;
7. Areas of common interest: Adoption of technologies and techno-educational support; perceptions that online services are of lower quality than traditional courses; online training seen as a complementary service by students;
8. Initiatives: Delocalized hybrid program (Hearst, Sainte-Anne) in social work;
9. Convergences: Inventory list of online courses as complementary services; technology adoption strategies; designing new “delocalized” hybrid programs.

Laurentian University sees the convergence of its interests with those of the other *Aménagement Linguistique Policy* (PAL) partners in the following areas:

- a) The creation of an inventory of asynchronous courses that are available in French, to fill specific student needs (from the point of view of customer service rather than the maximization of revenue to the institution where a student is anchored);
- b) Technology adoption strategies by faculty, including the challenges of collegial management;
- c) Support for the development of joint “delocalized” hybrid programs, such as the social work program.

The detailed fact sheet can be found in Appendix 11 of the accompanying document. This fact sheet is available in French only.

## 5.12 Saint Paul University

### Synopsis

1. Number of technology-assisted courses: not reported;
2. Number of online courses: 20 currently offered;
3. Platforms: Blackboard Learn, Adobe Connect for distance courses;
4. Multimedia rooms: 3 (Adobe Connect) classrooms;
5. Estimated investment: Between \$100,000 and \$150,000 per year; replacement of computers, projectors and television sets in classrooms; setup of a sound and video recording studio;
6. Human resources: Multipurpose team of 5 employees (distance learning and data processing);
7. Challenges: Adoption of technology by faculty; access to specialized techno-educational resources;
8. Initiatives: Prerequisite online courses; “organic” approaches to growth; local help services;
9. Areas of common interest: Strategies for adopting learning technologies; Centre of Excellence and shared specialized resources for smaller institutions; adaptation of techno-pedagogy to the realities of small cyber-learning groups; sharing content.

Saint Paul University sees the convergence of its interests with those of the other *Aménagement Linguistique Policy* (PAL) partners in the following areas:

- a) **Strategies for demystifying technology, coaching and help to transform established faculty practices;**
- b) **The development of a universally accessible Centre of Excellence that includes content and web developers where the vital resources that are needed by small (<1,500 students) institutions could be concentrated;**
- c) **Adaptation of the design of pedagogy intended for large groups (for example, a 300-student chemistry class) to the realities of small e-learning groups and adaptation of contents developed elsewhere;**
- d) **Sharing of technology is no easy task but transposing elements to be shared may be simpler;**
- e) **A framework such as Ontario Online - Centre of Excellence for Online Learning should provide a budget that is reserved for the Francophone institutions, managed by an institution that could make content developed with its financial support available to all members.**

The detailed fact sheet can be found in Appendix 12 of the accompanying document. This fact sheet is available in French only.

## 5.13 Summary Chart

A final chart presents a comparative summary of the institutional portraits and needs.

	Alfred- U Guelph	CREFO - OISE -	C Boréal	La Cité	Dominican UC	Glendon C	CAVLFO	U Hearst	U Sudbury	U_Ottawa	Laurentian U	Saint Paul U
<b>PROFILE</b>												
Technology-assisted courses	9	13	683			327	All	5		289		
Online courses	3	2	84	105	8	23	72	2	5	289	168?	20
Courses in development				10		14	15					
Platform	D2L	(BB)	BB	D2L	D2L	Moodle	D2L	Moodle	D2L	BB	D2L	BB
Multimedia rooms	0				2	45	Schools	9	4	189		4
<i>TelePresence</i>				1						1		
<i>Mobile</i>				5								
Estimated investment			929k\$									
<i>Course development</i>				450k\$			CFORP					
<i>Infrastructure</i>		13k\$		1M\$				499k\$	43 k\$		92k\$	
<i>Operations/Delivery</i>	56k\$	3k\$		400k\$				130k\$			1.5M\$	150k\$
Human resources	1			11		14	31	2	Externa l	65		5
<i>Expertise centre</i>	Guelph		Yes	Yes	Carleton	York	Yes			Yes	Yes	Ottawa
<b>ISSUES AND CHALLENGES</b>												
Adoption of technology	X			X	X	X		X	X	X	X	X
Strategy incorporation				X	X	X				X	X	
Perception/Positioning			X					X	X	X	X	
Insufficient band-width	X		X					X	X			

	Alfred- U Guelph	CREFO - OISE -	C Boréal	La Cité	Dominican UC	Glendon C	CAVLFO	U Hearst	U Sudbury	U_Ottawa	Laurentian U	Saint Paul U
Investment/Resources	X				X				X			X
Quotas	X						X					
<b>INITIATIVES AND INNOVATION</b>												
Learning through “serious gaming”				X								
Student dashboard				X								
Technological and pedagogical expertise			X	X				X		X		X
Alternating hybrid/classic						X		X	X		X	
Specific program initiatives	X		X	X	X	X		X	X	X	X	X
iPads in classrooms			X									
Meeting special needs								X				
Centres of expertise			X	X						X		
<b>AREAS OF COMMON INTEREST</b>												
Technology adaptation strategies	X	X	X	X	X	X	X	X	X	X	X	X
Common/complementary courses	X		X	X	X	X		X	X	X	X	X
Common programs	X		X	X		X			X	X	X	
“Delocalized” hybrid courses	X		X					X	X	X	X	
Secondary/postsecondary alignment			X	X		X	X					
Special needs								X				
Business model	X		X	X	X				X	X		
Risk/innovation mitigation	X			X								
Funding formulas				X		X				X		
Targeted investments				X								
International offering				X	X	X			X			
Joint technology acquisition agency				X								

	Alfred- U Guelph	CREFO - OISE -	C Boréal	La Cité	Dominican UC	Glendon C	CAVLFO	U Hearst	U Sudbury	U_Ottawa	Laurentian U	Saint Paul U
E-book strategy				X		X						
Techno-pedagogy community of practice	X		X	X				X				X
Modeling - consortium				X			X			X		