

## **Fellowship Project:**

Online Learning Enhancement Project (OLEP)

### **Project Team – GUS Canada Colleges:**

- Shadya Mahfouz– VP Academics – GUS Fellow and executive sponsor and lead
  - All GUS Canada Colleges to take part with key staff.
    - Niagara College -Toronto (NCT)
    - Fleming College -Toronto (FCT)
    - Toronto School of Management (TSOM)
    - Trebas Institute ON
    - Canadian College of Technology & Business (CCTB)
  - Staff involved:
    - Jad Kawtharani – Executive Director of Academic Excellence – project implementation oversight.
    - Eugene Demchuk – Director of Teaching, Development and Enhancement – project manager
    - Implementation:
      - Teaching, Development & Enhancement team.
      - Associate Deans – per brand
      - Academic Program Managers – per brand / per program
      - Faculty – per brand/per program.

### **Keywords Associated with Project:**

- Digital Learning Enhancement
- Quality Assurance for Online Learning
- Synchronous/Asynchronous
- Enhancement Strategies
- Faculty/Student Engagement
- Interactive Lectures

### **Summary of the Project Focus**

**Aim:** This project seeks to address the significant challenge of enhancing online learning environments by focusing on two key issues: a) the noticeable lack of faculty presence and engagement with online learners and b) the insufficient level of learner interaction in current online learning formats. This project aims to transform the online learning experience into one that is more engaging, interactive, and beneficial for both students and faculty.

**Expected Impact:** The project anticipates a substantial improvement in the quality of online learning experiences. By incorporating more interactive lectures and ensuring a stronger presence and engagement of faculty, students are expected to benefit from a more enriched learning environment that is not only engaging but also easily accessible. This initiative aims to foster a more collaborative and interactive online community, enhancing the overall educational journey for students.

**Engagement Strategy:** The project plans to involve all GUS Canada colleges in a comprehensive effort to revamp their online learning structures and courses. The initiative will serve as a model for excellence in online education, potentially setting a new standard for all GUS institutions moving forward. By engaging these institutions, communities, and stakeholders, the project aims to create a unified approach to improving online learning across the board.

## Resource Implications:

- A dedicated project team will be essential for coordinating and implementing the various aspects of this initiative.
- Professional videographers and editors will be required to produce high-quality video content for interactive lectures.
- A program manager will oversee the project's execution, ensuring that milestones are met, and resources are efficiently utilized.
- A learning and development coordinator will focus on the pedagogical aspects, ensuring that the online content is engaging, educational, and effective.
- Faculty members will play a crucial role in creating content for the online courses. They will be compensated for their time and effort in recording lectures and participating in the project.
- A detailed breakdown of the resources, roles, and responsibilities is attached for further reference.

**Work Plan:** The work plan outlines the phased approach to achieving the project's objectives, starting with a pilot phase involving select GUS Canada colleges, followed by an evaluation and adjustment phase before a broader rollout to all GUS institutions. Key milestones, timelines, and deliverables will be detailed in an accompanying document to ensure clear expectations and accountability throughout the project's lifecycle.

This comprehensive approach aims to revolutionize online learning within GUS institutions, setting a new benchmark for quality, engagement, and accessibility in online education.

## Project Deliverables:

- **6 months**
  - Hiring or Video Editors/Graphic Designers
  - Acquire needed Software and equipment.
  - Identity online courses in each brand
  - Mobilize and engage brand-specific stakeholders (Asc. Deans, PMs, and Faculty)
  - Establish detailed project plan that includes.
    - Task assignments
    - Course enhancement schedule (and brand schedule)
    - Script development
    - Video recording
    - Video editing and montage
    - Learning material development and graphic design
    - Setting up Canvas (LMS (Learning Management Systems)) structures and shells
    - Vetting and QA for completed courses (validating scripts, videos, and learning material)
    - Launch of completed courses.
    - Data collection and assessment of project impact (evaluating the new enhanced online courses)
- **12 months** (interim report)
  - A successful pilot of at least 10 courses developed.
- **24 months** (second interim report)

- 50% of all online courses have been enhanced.
- Preliminary data analysed on quality and impact of online courses (including student and faculty feedback)
- **36 months** (final report)
  - Completion of 100% courses
  - Full analysis of the success of the project

### Task Outline:

The provided task list outlines the development process for the enhancement of online courses, encompassing several crucial stages from initial preparations to completion. It's structured to ensure both the quality and effectiveness of the educational content, as well as the technical and logistical requirements to produce it.

1. Hiring Video/Graphic Designer: This initial step focuses on securing talent capable of editing videos and designing templates for supplementary materials. It's vital for creating professional, engaging content.
2. Establish Project Timeline: Defining key milestones and deliverables early on ensures the project stays on track, facilitating a smooth workflow.
3. Confirm Budget: Budgeting is critical for project feasibility, covering costs from software to personnel.
4. Software for Interactive Questions: Considering platforms like Ed puzzle and Vimeo indicates a commitment to interactive learning, enhancing student engagement.
5. Learning Outcomes Cataloguing: This step involves outlining the educational goals to guide script creation, ensuring the content meets learning objectives.
6. Script Creation: Utilizing ChatGPT for scriptwriting is an innovative approach, potentially streamlining the process while maintaining quality.
7. Script Review and Approval: Having Course Leads (CLs) and Program Managers (Program Managers) review scripts guarantees the educational content's accuracy and consistency.
8. Facilities Confirmation: Securing a space equipped with green screen and camera personnel underscores the importance of high-quality video production.
9. Casting Call for Faculty: Selecting faculty members to present the courses adds a personal touch and enhances the learning experience.
10. Canvas Setup: This indicates the use of a Learning Management System (LMS) for organizing content and activities, crucial for course delivery.
11. Student Handouts Creation: Developing concise, informative handouts supports the learning process, providing students with key takeaways from the videos.
12. Recording Schedule: Coordinating with faculty to schedule recordings is necessary for logistical efficiency and ensuring content readiness.
13. Editing: This ongoing process ensures the final video content is polished and professional, ready for student consumption.
14. Project Completion: The goal, marking the point when all online courses are fully developed, launched, and available for use.

Overall, this plan is comprehensive, covering all bases from content creation to delivery. It reflects a thoughtful approach to online course development, with a clear emphasis on quality, engagement, and consistency across the board. Ensuring smooth coordination between the different stages and stakeholders will be key to the project's success.