THE UNIVERSITY OF BRITISH COLUMBIA
Edith Lando Virtual Learning Centre
Faculty of Education

Annual Report

2021-2022

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Letter from the Director

COVID-19 put the world online and into video conferencing portals such as Zoom, offering challenges and opportunities for education at all levels. At no other point in our collective histories, whether in school or out of school, young or old, have we experienced such a shared consciousness around how technologies can be used to access learning, work and our social lives. The primary goal of the Edith Lando Virtual Learning Centre (VLC) is to meet learners where they are – online and just-in-time, with innovative and effective learning tools, resources, strategies and support. Our aim is to help remediate the profound educational inequalities COVID has laid bare. Our specific mandate is to design and make freely available leading-edge learning tools to communities most overlooked and underserved by online education, including rural and remote, Indigenous, early childhood, immigrant and refugees and learners with special needs. As Ivan Illich long ago put it, "In an age of scientific technology, the convivial structure of tools is a necessity for survival in full justicewhich is both distributive and participatory" (From *Tools for Conviviality)*. And that is what the Edith Lando Virtual Learning Centre brings: participatory, free and fair access to tools and learning.

Dr. Jennifer Jenson
Director
Edith Lando Virtual Learning Centre

Impact Report

Annual Impact Report
2021 - 2022

Recognizing Rural & Remote Community Needs

Regenerating Sustainable Learning Relations

Respecting & Responding to Indigenous Knowledge

Reconfiguring Virtual Education

Edith Lando Virtual Learning Centre

Reviving Intergenerational Knowledge
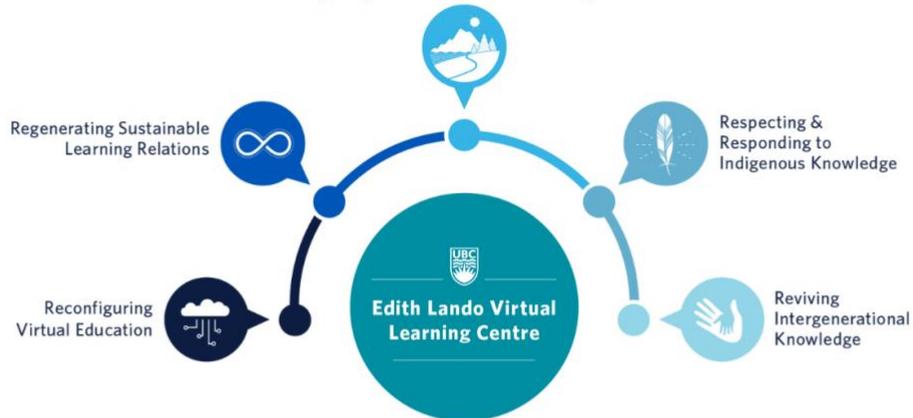
Digital Pedagogy Lab Grants

5 Total Grants Awarded*
3 Early Childhood Education
2 Special Needs Education
2 Indigenous Education
2 Rural and Remote Education
1 Immigrant / Refugee Education

*Some grants cover more than 1 of the Edith Lando VLC communities

Participant Feedback

95% Found Zoom Platform Effective

95% Had a Great Learning Experience

Online Modality = Big Success

Workshop Registrations

498
Re-Imagining Math Education: Connecting Math, Community & Culture

496
ECE Professional Development Series

383
Engaging all Learners in the Middle Years: Equity, Diversity, and Inclusion

55
Creative Coding with Scratch

51
Twine: The Accessible Digital Tool

Connections

ruralteachers.com

ISSofBC
Immigrant Services Society of British Columbia

SCIENCE WORLD

VANCOUVER COMMUNITY COLLEGE

BC Association for Advancing Communications

BACi
Burnaby Association for Community Inclusion

Coding Pals Foundation

A Novel Approach: Environmental Scan of Virtual Learning Centres

One of the first pieces of work we undertook was to determine whether there are any public facing projects that are similar to the Edith Lando Virtual Learning Centre. To do this we scoured the internet looking for online programming, research labs and for any new programs that were akin to the Edith Lando VLC mandate. Our primary finding was that the goals, focus and programming Edith Lando VLC planned to carry out were unique. There simply isn't anything like it that we can find.[1]

Now, in just under a year, we've reached over 1,400 workshop registrants from British Columbia, Alberta and Ontario (these are just the provinces we can confirm). We have also produced a series of technology-focused workshops for teachers to support their ongoing professional development, using open access software like *Scratch* and *Twine*. Overall, the Centre is being design to bring unique teaching and learning experiences to a broad, diverse, online community.

Edith Lando VLC Priorities

Communities We Serve

- Early Childhood Education
- Rural/Remote Education
- Indigenous Education
- Immigrant/Refugee Education
- Special Needs Education

Mission

To increase community focused, virtual, online, capacity building expertise of faculty, BEd students and graduate students to serve, and support instructors and community

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[1] The environmental scan can be read in Appendix A on page 33.

groups in the fields of early childhood education, Indigenous education, rural education, and refugee and immigrant education.

Goals

- Re-configuring virtual and online education to meet the professional development needs of educators

- Responsible, just-in-time and place-centered, remote professional development for educators in rural communities

- Supporting ECE educators to focus on the socio-emotional wellness of children and families

- Responding to needs of remote and Indigenous communities, by providing applicable and accessible resources, know-how and learning

- Providing resources and understanding to learners, teachers and community members anywhere in British Columbia

- Respecting intergenerational knowledge and supporting Indigenous ways of knowing, doing and being

- Creating online networks of support, including second language learning for immigrant and refugee students and parents

Connections

As we build and grow the Edith Lando Virtual Learning Centre, we believe that one of our key resources is the connections we make with community members and organizations. During its first year the Edith Lando VLC was able to establish the following connections:

BC Association for Advancing Communications & Burnaby Association for Community Inclusion

Together with the [BC Association for Advancing Communications](#) and the [Burnaby Association for Community Inclusion](#), Edith Lando VLC is sponsoring the PANDA AAC Camp, designed specifically for children with disabilities whose primary mode of communication is AAC (augmentative and alternative communication). The goal of the camp is to improve AAC education, communication and literacy.

BC Rural Education Advisory

The [BC Rural Education Advisory (REA)](#) partnered with Edith Lando VLC and the Ministry of Education to offer three webinar series this year. Dr. Leyton Schnellert, UBC's Eleanor Rix Professor in Rural Teacher Education and REA Co-Chair shared that this collaboration brought "high quality and innovative resources to rural and remote communities". These webinar series focused on numeracy, equity, diversity, and inclusion in the middle years, and engaging all learners in secondary schools. REA has helped to connect rural and remote educators with all of the other great resources available through Edith Lando VLC.

BC Ministry of Education

We gratefully acknowledge the financial support of the Province of British Columbia through the Ministry of Education. The Ministry of Education partnered with Dr Leyton Schnellert, Dr Cynthia Nicol, and Dr Joann Archibald to offer three webinar series this yearrelated to numeracy, literacy, equity, diversity, and inclusion, and partnering with Indigenous communities and educators.

Coding Pals Foundation

A relationship we are very pleased to have developed is with Coding Pals Foundation. "Coding Pals is a non-profit organization run by high school students based in Vancouver, British Columbia. Coding Pals runs on a weekly basis and continues to be the sole non-profit organization in Vancouver that offers computer programming lessons at zero cost. Powered by passionate high school students, Coding Pals is equipped with knowledgeable instructors and high-quality resources in hopes of empowering youth by offering opportunities to engage with Computer Science." In August of 2022, Coding Pals will be offering a completely free one-week coding workshop for high school students at UBC. They will also be working closely with Edith Lando VLC to offer programming courses to immigrant and ESL youth through Immigrant Services Society of BC (ISSBC).

Immigrant Services Society of BC (ISSBC)

ISSBC provides a supportive environment for newcomers to Canada of all backgrounds. They have agreed to collaborate with Edith Lando VLC to offer programming that will help benefit their patrons. The first program will be a collaboration between Coding Pals and ISSBC facilitated by Edith Lando VLC. Coding Pals will offer coding workshops to ISSBC Youth on evenings and weekends, with the end goal of helping them develop their language, learn a new skill and make connections with their peers. ISSBC will also be promoting our digital literacy videos to their members and we are currently in discussion to translate some of the recordings to a range of first languages.

Science World, Professional Development

Over the last few months, we have worked to create a reciprocal relationship with Science World's Professional Development Team to bring STEM workshops to both ECE and rural and remote educators. In the spring and summer of 2022, we will be offering two workshops in partnership with Science World. We hope that this will be the start of a long-term relationship allowing us to offer regular STEM programming to our community.

Vancouver Community College (VCC)

In conjunction with the [Vancouver Community College (VCC)](#) LINC program (Language Instruction for Newcomers to Canada) we will be offering a free eight-part workshop series entitled "Feminist Pedagogies". The series will introduce Canadian Language Benchmark levels 5 through 8 students to women's issues (e.g., gender roles, gender equity, race and ethnicity, identity, sexuality) through workshops and learning activities. The project aims to help students develop their listening and speaking skills through a wide range of modalities (e.g., songs, podcasts, movie trailers, short talks, audio poems, embodied response) centered around feminism.

2021-22 Projects

Workshops

Over the 2021-22 Fiscal Year the Edith Lando Virtual Centre has hosted a number of highly successful [workshop series](#). The first two series of workshops targeting rural and remote educators ('Engaging All Learners in the Middle Years: Equity, Diversity and Inclusion' and 'Engaging All Learners in Secondary Schools') were designed to create open dialogue amongst participants and provide a space to learn from the experiences of colleagues. The sessions were well-attended and inspired very meaningful dialogue.

Below is some of the wonderful feedback we received from the educators who contributed to this series:

Educator Feedback

❝

I had a great time connecting with educators from all over the province. Wonderful, engaged group.

Sarah Florence Davidson

❝
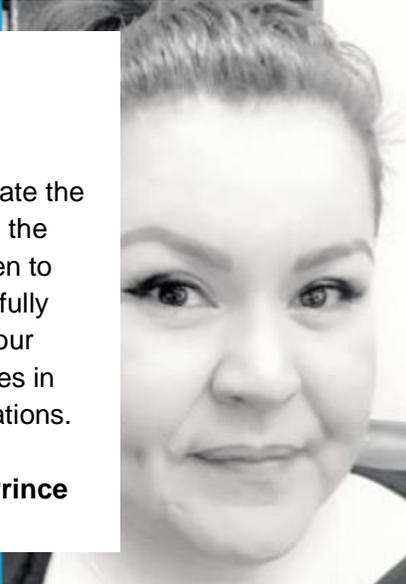
I appreciate the care and the time taken to meaningfully engage our colleagues in conversations.

Leona Prince

❝

The conversations and collaboration that result from these workshops are where … ideas really grow and take shape.

Emma Milliken

❝

The facilitator and guest speakers were highly engaging and informed.

Trevor Mackenzie

The numbers and math series connected rural and remote educators with new ways of looking at this topic. Providing new perspectives and an Indigenous cultural lens, the series investigated how to make math more relevant to the daily lives and environment of students, and the possibility of changing the standard assessment system.

The most recent workshop in the Early Childhood Education (ECE) series offered new and nuanced discussions on how the field is shifting to include all learners and perspectives. As educators in this field are moving towards a more open classroom approach, this series offered examples of concrete options educators can implement into their practices.

Finally, our workshops on coding with Twine and Scratch were both extremely well received and we look forward to hosting them again in the future.

We had over 1400 workshop registrants who had some great things to say about our offerings.

Testimonials from Participants

I was so inspired to see the huge number of thoughtful, engaged, knowledgeable early childhood educators from all kinds of backgrounds participating.

"The stories that Charmayen and Helen shared with us are inspiring. The presentation is beautiful!"

"The time, the convenience and the cost all appeal greatly to me. I enjoyed the breakout rooms and I think … it went very smoothly."

"It was wonderful to reflect on the 'chair topic' and the politics of niceness and share with my colleagues the learning and critical thinking aspect."

"Love the beautiful stories that have been shared today, thank you and I will try to include more stories connected to the culture and land to the children."

From the numbers attending, to the deep understanding of the instructors, everyone who participates [in the Early Years Workshops] leaves encouraged to go explore more about their practice in education!

Video Series

All of our workshops have been recorded and are available through the [Edith Lando VLC YouTube Channel](#), on the [Edith Lando VLC website](#) and on the [BC Rural Advisory website](#). We are excited to be able to offer these resources. We are also in the process of creating our own video series aimed at teaching digital literacy to seniors and those with language barriers.

Upcoming Projects

We are excited to continue to facilitate engaging, hands-on content for a wide array of learners. Over the next year the Edith Lando Virtual Learning Centre is thrilled to introduce the following:

Workshops

Coding Workshops

Using tools that are grounded in experiential learning and game-based pedagogy, facilitators like James Martin and Jim Cash have broken down digital coding tools that can appear to be daunting. After hosting two successful introductory coding workshops in 2022 focused on Scratch and Twine, we have decided to build on these offerings and continue coding workshops on an ongoing basis. Our first workshop of the 2022-2023 year will be [Understanding WordPress for the Classroom](#) a hands-on workshop about blogging and how it can be used to enhance both your classroom teaching and your career.

STEM Workshops with Science World

Spring and summer 2022 are going to be exciting times for STEM at Edith Lando VLC

with two workshop offerings in partnership with Science World[1].

Coding Summer Camp

Extracurricular coding classes are often a way that children with limited access to funds and resources are left out. In collaboration with Coding Pals Foundation, we are preparing to host a free summer camp for students who may not find other options financially accessible. Participants will have the chance to experiment and play with incredible online coding tools[2].

Online, Open Access Book Club

Starting in September, Edith Lando VLC will be partnering with several professors to facilitate discussions on some of the multifaceted topics in education today. Using the reading material of their choice, including textbooks, novels and journals to name a few, facilitators will introduce their topics to educators, students, and staff interested in deepening their knowledge of the communities served by Edith Lando VLC. Readers will gather for an open discussion of the material, learning from the perspectives and experiences of their community members. Teaching resources for each of the readings will also be made available online after each of the discussion sessions.

Video Series

We are excited to be able to continue to grow our video library by recording the workshops and events we put on, creating more videos for the digital literacy series and sponsoring projects where the end goal is the creation of a video.

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[1] Read more about these offerings on page 10: Connections, Science World Professional Development.
[2] Read more about this offering and Coding Pals on page 9: Connections, Coding Pals Foundation.

Mentorship

Healing Art Mentorship

By funding of the grant "Climate Anxiety: Supporting Teen and Parent/Guardian (teens and parents/guardians) in this multi-part workshop will be encouraged to use art Dialogues" Edith Lando VLC has helped create an opportunity for participation in healing art practices. Participants as a form of expression and will be mentored through the process by volunteers with experience in healing art.

Grants

To date Edith Lando VLC has awarded six (6) [Digital Pedagogy Lab Grants](#) (DPL grants):

- The first grant awarded is entitled [ECE Certificate – Deaf/ Hard of Hearing Accessible](#). Recipient Dr. Janet Jamieson is from the Department of Educational Counseling and Psychology. Her project seeks to improve deaf/hard of hearing accessibility for the Early Childhood Education program.

- [Creating a data-sharing dashboard to reduce inequities and support child development, wellbeing and resilience in schools and communities](#) seeks to support "children's developmental health and wellbeing and [reduce] existing disparities between different populations of children in BC" through the creation and implementation of a virtual dashboard that tracks child development across the Province. Assistant Professor with the Human Early Learning Program, Dr. Eva Oberle will be leading this project with a team of dedicated experts.

- Dr. Laurel Forshaw, Postdoctoral Research Fellow in the Department of Educational Studies, is the third grant recipient with her project [Bridging Connections: Interdisciplinary Explorations with Higher Music Education and Indigenous Artistic Practices](#). Her project aims to bring Indigenous culture and history into traditional higher music education as a way of creating space for open

dialogue and reconciliation.

- [The Edith Lando VLC Book Club](#) is a five-part virtual book club, concentrating on the five communities of focus for the Edith Lando Virtual Learning Centre as themes, with the goal of piquing the interest of educators and educators in training in areas and topics they would not normally focus on. Grant recipient Peyvand Fralick is excited to work with subject matter experts in each of these areas and to draw on their expertise for these important discussions.

- [Cultivating Community Emotional Resilience](#), focuses on climate anxiety in teens and hopes to offer a safe space for youth and parent/teachers to discuss their climate fears. Co-applicants Kshamta Hunter, Meghan Wise and Peyvand Fralick will be inviting parents, teens and teachers to learn about the topic of climate anxiety, how to discuss it and some strategies to help alleviate their fears. Their workshops will serve as a prototype to help inform resources and guides that will be created for a broad community of educators.

- [Rural and Remote Resource Website](#) is the final grant to be awarded this year. Recipients Yvonne Dawydiak and Dr. Leyton Schnellert will be working together to redesign the ruralteachers.com website to better meet the needs of rural educators and researchers interested in rural education. The redesigned web space will house research-based multi-media resources shared openly to support the rural and remote education community including faculty associates, mentor teachers and teacher candidates as they prepare for and successfully work together during rural practica.

Impacts on People

Post Workshop Survey Results

Creative Coding with Scratch:

- 83% of respondents found the workshop to be a good use of their time, and thought the instructor was engaging.

Since the workshop we've had a number of people contact us to ask if we will host a similar workshop again, and we plan to make further offerings in the upcoming fiscal year.

ECED Series:

Session 1: Building Connections to Land, Culture and Community - Indigenous Perspectives

Positive feedback for this workshop was expressed by over 90% of respondents, including 97% who agreed with the following statements:

- The session was a valuable use of time and resources
- This experience will have a significant impact on student learning in respondents' classroom
- I recommend this workshop to colleagues

Session 2: Engaging with Critical Reflection in Early Childhood

The second session had the same positive impact on participants, with 98% agreeing to the following statements:

- The session was an excellent learning experience
- This experience will have a significant impact on student learning in their classroom and/or in the context in which they work
- I recommend this workshop to colleagues

Based on the survey results from the two sessions we have gleaned that ECE Professionals are hungry for professional development opportunities and find the online platform effective for workshops.

Twine Workshop:

- 75% agreed the instructor had a good grasp of the material

During the session one participant expressed to the instructor "You are very passionate and that makes this fun". The delivery, content and format of the workshop were very well received and we plan to host more sessions with this instructor in the fall.

Overall, when asked if the online platform/modality was an effective learning environment, 95 out of the 99 total survey respondents agreed that it was. When asked if their workshop was an excellent learning experience and a good use of their time, again 95 out of the 99 total survey respondents said yes. Based on these results we can clearly see that the online modality does not detract potential participants from registering for our workshops. In fact, it seems that our registration numbers are positively impacted because we're online. Many teachers have told us that they enjoy being able to go right into a professional development workshop after school without having to travel.

The Numbers
Workshop Registrant Numbers

498
Re-imagining Math Education

383
Engaging all Learners in the Middle Years

1,483
Total Workshop Registrants

55
Creative Coding with Scratch

51
Twine: The Accessible Digital Tool

496
ECE Professional Development Series

Workshop Registration by School District
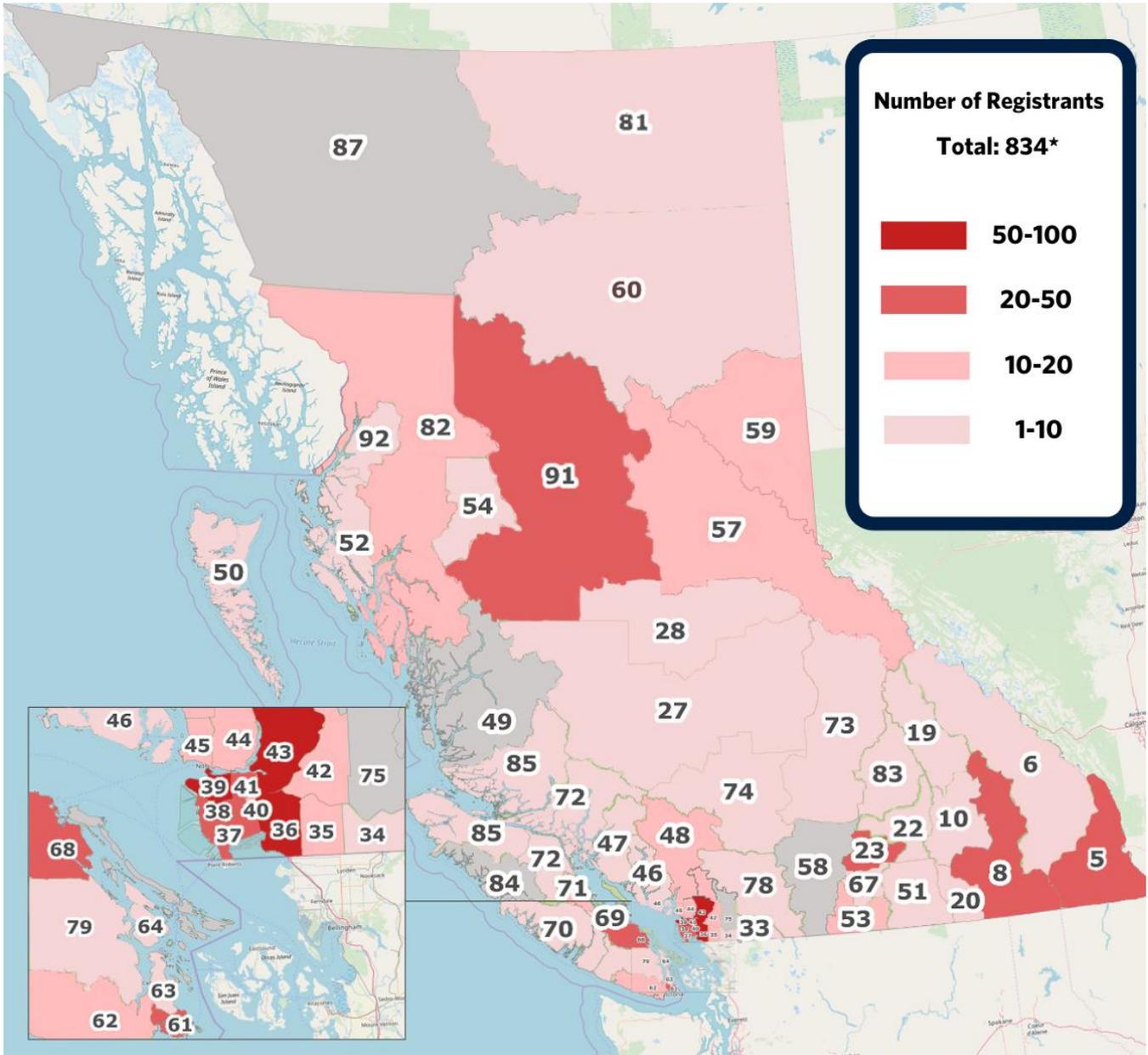
Note: The numbers listed in the above map reflect the BC School District numbers and not the number of registrants in those areas. For example, School District 5 (Southeast Kootenay) had between 50-100 registrants in ELVLC workshops. For a breakdown of BC School Districts, please the BC Government School District Boundaries page.

*The total registration numbers (834 in total) reflect work regional data reported by participants, and do not accurately reflect *all* of the registration numbers for ELVLC workshops.

Workshop Registration by Region
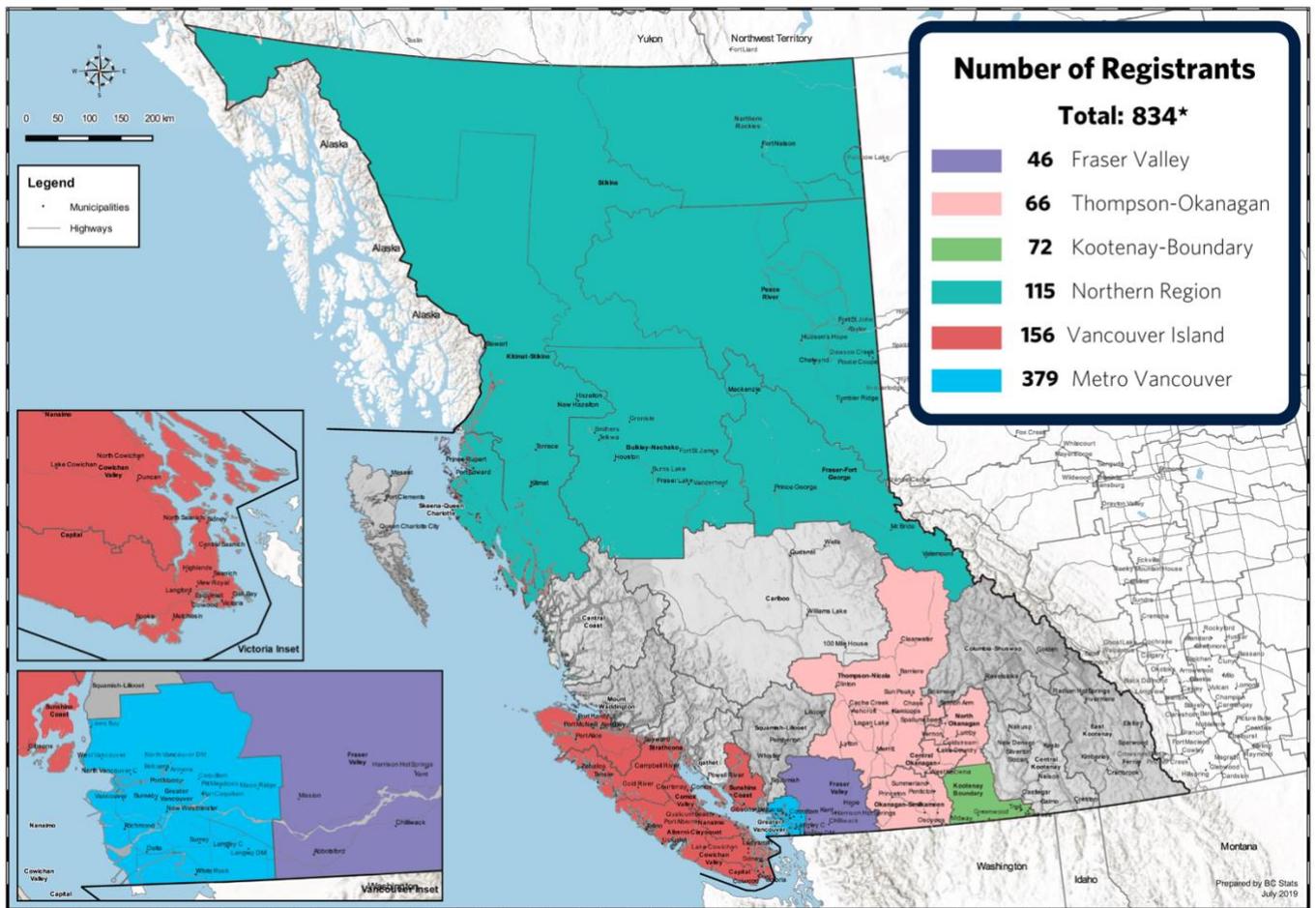
Note: For a breakdown of BC Regions, please visit the Map of British Columbia Regions page.

*The total registration numbers (834 in total) reflect work regional data reported by participants, and do not accurately reflect *all* of the registration numbers for ELVLC workshops.

Social Media

(October 2021 – March 2022)

YouTube

Workshop Recording	Date (Published)	Views
Middle Years Teaser	19-Oct-21	66
[Engaging All Learners in the Middle Years -Shelley Moore & Leona Prince Part 1](link)	22-Oct-21	122
[Engaging All Learners in the Middle Years -Shelley Moore & Leona Prince Part 2](link)	22-Oct-21	75
[Engaging All Learners in the Middle Years -Shelley Moore & Leona Prince Part 3](link)	22-Oct-21	80
[Teaching & Learning Math throughPlace/Land](link)	5-Nov-21	697
[Engaging All Learners in the Middle Years -Sara Florence Davidson Part 2](link)	24-Nov-21	46
[Engaging All Learners in the Middle Years -Sara Florence Davidson Part 3](link)	24-Nov-21	34
[Teaching Math for Social and Ecological Justice](link)	7-Dec-21	194
[Building Connections to Land, Culture, andCommunity: Indigenous Perspectives](link)	19-Dec-21	74
[Indigenous Storywork and Math Education](link)	13-Jan-22	97
[Creative Coding with Scratch Part 1](link)	8-Feb-22	62
[Creative Coding with Scratch Part 2](link)	14-Feb-22	41
[Engaging with Critical Reflection in Early Childhood](link)	17-Feb-22	40
[Engaging All Learners in the Middle Years](link)	22-Feb-22	60
[Re-Imagining Math](link)	3-Mar-22	131
[Twine](link)	15-Mar-22	47

Twitter

Post	Total Tweets	Impressions[1]	Total Engagement[2]	Engagement Rate[3]
Connecting Math	2	1023	40	3.91%
Creative Coding with Scratch	3	361	12	3.32%
Culturally Responsive MathematicsAssessment	1	2026	81	4.00%
Digital & Scientific Literacy	2	988	23	2.33%
Digital Learning	2	510	27	5.29%
ECE Professional DevelopmentSeries Retweet	1	130	2	1.54%
ECE PD Series	5	496	18	3.63%
Engaging All Learners in SecondarySchools - Teaser	1	242	9	3.72%
Engaging All Learners in the MiddleYears	5	2301	83	3.61%
General Workshop Promotion	1	1519	39	2.57%
Re-Imagining Math	1	48	2	4.17%
Scratch Workshop	2	2293	83	3.62%
Twine	3	1032	43	4.17%

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[1] Total tally of all the times the tweet has been seen.
[2] Total number of times a user interacted with a tweet.
[3] *Industry standard in Higher Ed for Engagement Rate on Twitter is 0.07%. View source RivalIQ.com.*

Website

Analytics for March 2022

Page	Page Views	Unique Page Views	Avg. Time on Page	Entrances[1]	Bounce Rate[2]	% Exit[3]
/	290	178	1:28	130	39.23%	31.03%
/workshops/	276	120	1:15	22	63.64%	13.77%
/workshops/ digital-scientific-literacy/	252	195	1:26	161	57.14%	47.22%
/workshops/connecting-math/	220	172	3:47	155	83.87%	72.73%
/workshops/wordpress/	179	142	1:18	97	68.04%	52.51%
/dpl-grants/	171	86	1:33	38	47.37%	22.81%
/twine/	169	127	1:33	107	71.96%	53.25%
/digital-scientific-literacy-reg/*	125	65	1:10	3	66.67%	37.60%
/workshops/middle-years/	102	92	2:21	77	93.51%	77.45%
/workshops/eced-series/	81	65	1:00	45	91.11%	64.20%
/twine-registration/*	79	26	2:12	5	60.00%	27.85%
/workshops/fundamentals-of-coding/	73	28	2:08	5	20.00%	13.70%
/current-grants/	71	30	1:33	3	66.67%	7.04%
/wordpress-series-registration/*	68	28	2:52	4	25.00%	25.00%
/about/	62	34	1:22	3	0.00%	12.90%
/people/	50	38	0:35	3	33.33%	20.00%
/met-student-projects-call-for-submissions/	48	23	2:10	7	14.29%	18.75%
/2022/02/01/first-dpl-grant/	48	19	1:35	5	60.00%	14.58%
Total:	**3957**	**2180**	**1:19**	**1029**	**61.61%**	**26.00%**

[1] Number of times the website was opened on that page first.
[2] Percentage of people who leave the website after only looking at this one page.
[3] Percentage of visitors to the page and exit and go to another website
* Registration page – link no longer available

Top 10 Unique Page Views

March 2022

Web page	Total Views
/workshops/digital-scientific-literacy/	195
/	178
/workshops/connecting-math/	172
/workshops/wordpress/	142
/twine/	127
/workshops/	120
/workshops/middle-years/	92
/dpl-grants/	86
/digital-scientific-literacy-registration/*	65
/workshops/eced-series/	65

*Registration page – link no longer available

Total Page Views – March 2022

Total Pageviews - March 2022
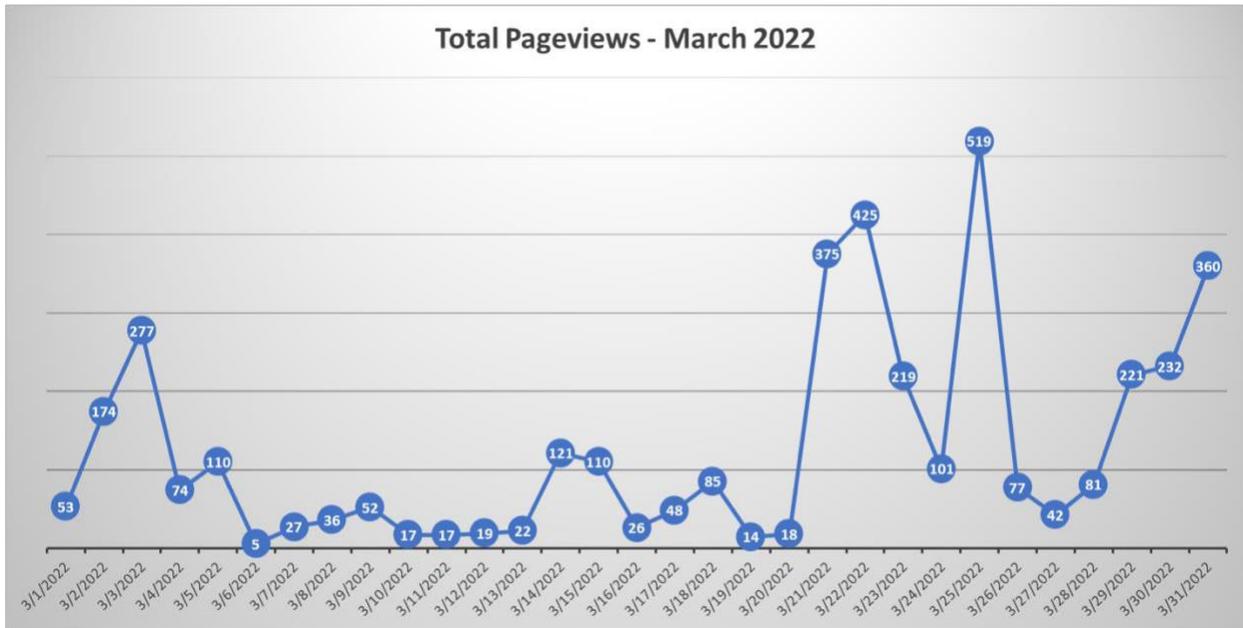
The total page views for March 2022 were **3,957.**

Financials

Over the last fiscal year Edith Lando VLC has offered 14 workshops at a cost of $1,525.35. We have also awarded six grants totaling $49,410 and have another $37,000 in grant applications currently being adjudicated. We are hopeful that these new applications will all be accepted and funded early this fiscal year[1].

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[1] The overall financials for the 2021-2022 fiscal year can be found in Appendix B on page 36.

The Future

Edith Lando Virtual Learning Centre has a bright future ahead of it. In looking forward to the next phases, we are also examining potential future partnerships and funding opportunities to continue the Edith Lando VLC's legacy. Below are some options we are investigating to pursue connections and ongoing funding:

Actua

"Actua is a network-driven organization. We proudly represent over 40 universities and colleges across Canada, delivering hands-on STEM programming to youth in every province and territory."

As Edith Lando Virtual Learning Centre continues to provide free programming to support educators, we hope to bring more STEM programming to their classrooms. To that end, we look to pursue a relationship with Actua and join their many incredible network members.

Vancouver Foundation

Vancouver Foundation distributes funds to initiatives that support communities in BC that are focused on supporting Indigenous, BIPOC, underserved communities and youth. Their values echo those of the Edith Lando Virtual Learning Centre, and we hope to partner with them in the future to further develop our initiatives.

Global Fund for Children

"At the core of our model are our partnerships with courageous, dynamic organizations that are improving the lives of children and youth in the heart of their own communities."

As an initiative, Global Fund for Children works to support youth and communities across the world. Edith Lando VLC works to connect with hard to reach communities virtually, which aligns clearly with the goals the Global Fund supports financially.

Mellon Foundation

"Through our grants, we seek to build just communities enriched by meaning and empowered by critical thinking, where ideas and imagination can thrive."

The Mellon Foundation focuses on supporting initiatives similar to Edith Lando VLC, which look to create critical thinking and support education in all communities. A partnership with this foundation aligns on all principles that Edith Lando VLC bases its work.

Pinnguaq

"Pinnguaq, reflects our beginnings over a decade ago as a non-Inuit founded organization in Nunavut that aimed to provide Nunavummiut youth access to technology through games. Although we now operate from coast to coast to coast, the essence of our organization, "Pinnguaq" (Inuktitut for "Play") is at the heart of all we do." Pinnguaq works with rural, remote, Indigenous and other communities that are underrepresented in STEM. Their biggest objective is to provide equity and inclusion in STEM learning.

As an organization with the goal of bringing education to underserved communities we at Edith Lando VLC felt an immediate connection to the mission and goals for Pinnguaq. We hope to work together in a mutually beneficial relationship that helps to expand the reach of STEM education.

Gratitude

We are deeply grateful to the Edith Lando Foundation for their very generous donation that has allowed us to imagine the present and future of virtual learning, and the UBC Faculty of Education for their ongoing support of our programs and projects.

The Edith Lando Virtual Learning Centre Team would like to express gratitude to the following people for their contributions to the 2021-2022 Annual Report:

- o Tasnim Al-Obaidi
- o Milena Constanda
- o Peyvand Fralick
- o Glenn Gray
- o Dr. Jennifer Jenson
- o Bryan Lee
- o Sarah Lockman
- o Nora Perry

We would also like to extend a special thank you to the Advisory Committee for their ideas and contributions to the process:

- o Abby Blinch
- o Natasha Boskic
- o Dr. Teresa Dobson
- o Dr. Laurie Ford
- o Dr. Jan Hare
- o Dr. Jennifer Jenson
- o Sarah Lockman

- o Dr. Marianne McTavish
- o Dr. Moss Norman
- o Nora Perry
- o Dr. Leyton Schnellert
- o Dr. Hongxia Shan
- o Vanessa Smith
- o Dr. Lynne Tomlinson

Appendix A
A Novel Approach: Environmental Scan of Virtual Learning Centres

Virtual Learning Centres (VLCs) encompass much of what education is moving towards: accessible, communal and virtual learning. From a scan using these key words, there are a few categories that VLCs fall into: paid online learning programs (e.g., teacher education portals, law enforcement training, and other practical learning programs) which are often private, government driven resources for teachers and students, and research-based programs which are usually affiliated with universities.

Paid online curriculum programs support mostly post-high school learners who are pursuing certification or career upskilling. These VLC options are generally very easy to navigate, support a course or a more specific field, and include a paywall. The material freely accessed is useful and fundamental, and ease of access alleviates the intimidation of getting started. However, they do not offer the complete program and students typically have to register for the paid programming in order to get the full benefits. These paid programs are often similar to the government provided resources, except they offer more individualized guidance and add-ons[1] [2] [3]. *English Live*, for example, is a paid subscription service that offers daily lessons and weekly units for English Language Learners (ELLs). The offerings before the paywall are minimal, but the social media add-on, *EnglishTown*, expands the program drastically. It offers easy ways to connect with other learners from similar regions or who share a language, and creates options for study rooms and discourse.

Government provided options are more age-specific or for different groups,[4] [5] [6] such as early childhood education (ECE) and high school students. Several provinces in Canada offer online courses for high school students to support learning in rural areas or for home schooled children. These sites use province-wide student numbers[7] to access standardized courses run by a few teachers. Websites like Saskatoon's Online Learning Centre have contactable educators to answer questions that come up while

completing online units, and have support options to connect students to other online learners in their area.

University-based research VLCs are the most innovative, offering a range of ways to use their resources, including participating in published research and data [8] [9]. These programs are often more centered around educational technology options. These VLC platforms offer extensions of a broader page for university students and include connections to courses hosted at the university. The research is usually in person, partnering with different institutions within the University's local area. An exception to this is *Fuse Studio*. Originating with Northwestern University, *Fuse Studio* is now a program that fully outfits a class in the latest technology and lesson plans to support learning. It is a paid program that offers grants for classes to participate, and trains teachers to educate using their materials.

Generally, the Virtual Learning Centres identified in this scan have been easy to navigate, clear and accessible to audiences unfamiliar with the materials. As a learning service, they offer direct access to some, if not all, of their resources, and usually offer ways to get involved or become a paying member. University-based centres offer the most hands-on initiatives, partnering with schools and people in their area and sharing results and data. Universities like Stanford, MIT and Monash offer access to education-based research on specific topics, like early childhood learning, math and digital technology education. Specialized sites like these offer resources for a more worldwide audience, and often partner with more than one university. Many of the best paid programs started as university VLCs that have evolved to become their own separate education company.[10]] [11] VLCs offer a new form of learning that is accessible, universal and innovative, and they are ideal for remote learners.

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Appendix B
2021-2022 Revenue & Expenses

Revenue	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	YTD
Donations	$750,000.00												$750,000.00

Expense	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	YTD
Faculty Salaries	$20,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$20,000.00
Staff Salaries	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,354.17	$1,741.67	$1,833.34	$1,416.67	$6,345.85
Student Salaries	$0.00	$0.00	$0.00	$0.00	$0.00	$663.18	$1,608.45	$1,471.72	-$605.06	$510.45	$728.68	$140.45	$4,517.87
Benefits	$0.00	$0.00	$0.00	$0.00	$0.00	$82.92	$193.44	$138.94	$444.55	$586.28	$636.90	$531.11	$2,614.14
Professional Fees	$0.00	$0.00	$0.00	$0.00	$0.00	$173.33	$0.00	$0.00	$0.00	$0.00	$0.00	$203.30	$376.63
Supplies & Sundries	$0.00	$0.00	$0.00	$0.00	$0.00		$364.92	$0.00	$433.80	$0.00	$350.00	$35,150.00	$36,298.72
Management & Administration	$0.00		$0.00			$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$35,150.00	$35,150.00
Advertising & Marketing	$0.00	$0.00	$0.00	$0.00	$0.00		$364.92	$0.00	$233.80	$0.00	$0.00		$598.72
Token of Appreciation	$0.00	$0.00	$0.00	$0.00	$0.00		$0.00	$0.00	$200.00	$0.00	$350.00		$550.00
Supplies & Sundires - Internal	$0.00		$0.00			$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$953.73	$953.73
Capital Expenditures	$0.00	$0.00	$1,258.91	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00		$1,258.91
Computers & Laptops	$0.00	$0.00	$1,258.91	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00		$1,258.91
Grant Funding	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00		$10,000.00
	$20,000.00	**$0.00**	**$1,258.91**	**$0.00**	**$0.00**	**$919.43**	**$2,166.81**	**$1,610.66**	**$1,627.46**	**$2,838.40**	**$13,548.92**	**$38,395.26**	**$82,365.85**
											Balance		**$667,634.15**