2022-2023

Edith Lando Virtual Learning Centre

Annual Report

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LETTER FROM THE DIRECTOR

The Edith Lando Virtual Learning Centre's (Edith Lando VLC) mandate is to remediate technological and educational inequities in five priority areas: early childhood, rural and remote communities, Indigenous communities, immigrants and refugees, and special needs education. With that mandate, we have worked across the Faculty of Education to strengthen our ties to those communities, and to deliver free, online, and just-in-time programming for teachers, parents, students, and community members. Now that the global pandemic has receded, our stakeholders remain committed to participating in the online learning opportunities provided by the Edith Lando VLC.

The Edith Lando VLC has experienced tremendous growth in 2022 — not only have we expanded our programmatic offerings across all five priority areas, but we have also reached new audiences including, but not limited to, young children with disabilities, ECE deaf and hard of hearing specialists, and immigrant and refugee language learners. While this report accounts for the stellar year the Edith Lando VLC has had, it will also outline the ways in which this kind of programming is essential in our post-pandemic learning sector, and what new directions the Edith Lando VLC's work will be taking in the year ahead.

In late November 2022, ChatGPT, was launched, and a flurry of other AI chatbots have followed from Google, Microsoft and Meta. ChatGPT is an artificial intelligence, text based, dialogic tool that is designed to answer questions that are posed conversationally, such as: "What are Shakespeare's greatest works?" or "Can you detect the errors in the following lines of code?" or "Tell me about bias in algorithms." What has followed is a flurry of media articles and posts showing how it can be used for things as wide-ranging as writing code to writing real estate advertisements to writing an undergraduate essay on Virginia Woolf. And in educational sectors from elementary school to graduate school, ChatGPT poses a challenge, not just around plagiarism, but more fundamentally a challenge to traditional pedagogies: what do we ask our students to do, how do we ask them to represent their learning? Who has access to these tools, who builds them, what biases do they perpetuate, and above all what does it mean to use ChatGPT for learning and work? Foremost among the challenges new AI tools present for educators is devising pedagogical approaches that call for engagement, cognitive exploration and meaning-making, beyond the traditional forms of 'knowledge-telling' that is now so readily simulated, literally with a few key presses. This creates a new challenge for the Edith Lando VLC; to pursue and support virtual learning pedagogues that take learners beyond simulation, superficiality, and artifice, to meaningfully engaging and empowering them in building real-world skills, knowledge and understanding.

Moving into 2023, and given the rapid growth in the Edith Lando VLC's programming, we will continue to expand outreach to educators and online learners not only in British Columbia, but also nationally, and internationally. The unique mandate of the Edith Lando VLC — to deliver free, just-in-time, leading edge virtual programming for teachers, parents, and students — imposes a concurrent responsibility to keep abreast of the impacts of new and emerging technologies on teaching and learning, and forge new directions in developing and implementing innovative online pedagogies.

Jennifer Jenson, PhD
Director, Edith Lando Virutal Learning Centre

CORE TEAM MEMBERS

Jennifer Jenson
Director

Peyvand Fralick
Project Coordinator

Jamilee Baroud
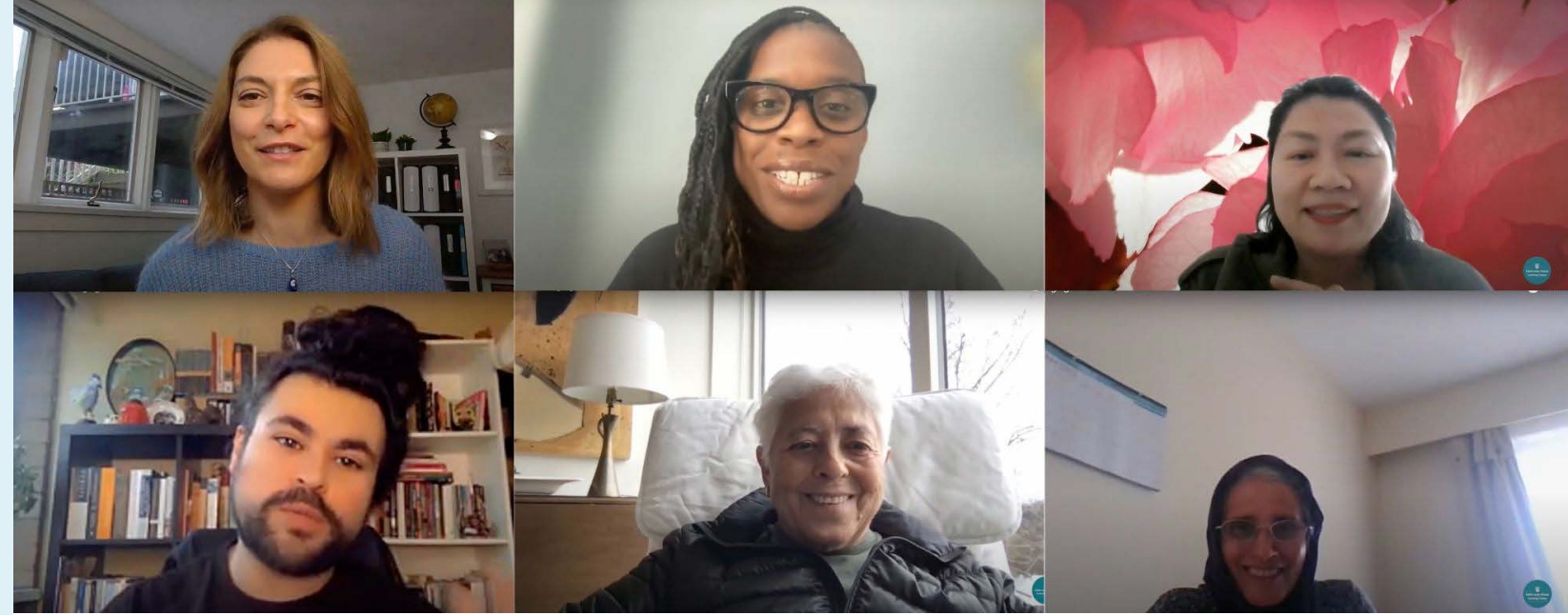Curriculum & Evaluation
Consultant

Irina Tursunkulova
Graduate Academic
Assistant

Nora Perry
Graduate Academic
Assistant

Jacqueline Chan
Undergraduate Academic
Assistant

OUR 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, Bachelor of Education students and graduate students, to serve and support instructors and community groups in the fields of early childhood 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 need 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 support Indigenous ways of knowing, doing and being;
- Creating online networks of support, including second language learning for immigrant and refugee students and parents.

WHY DID WE FOCUS ON RURAL & REMOTE THIS YEAR?

Rural and remote locations are critical to the cultural diversity of Canada, and it is important that education reflect the specific strengths and needs of those locations. However, rural and remote areas in Canada also encounter significant impediments providing equitable and high-quality education. Regions such as Yukon, Nunavut, and Northwest Territories are grappling with a shortage of qualified teachers, leading to a scarcity of educational opportunities for those who live there.

For example, communities in Nunavut have expressed a pressing need for culturally relevant curricula that align with their unique values and heritage, rather than relying on standardized programs from neighbouring provinces. In conversation with Elders and communities in Nunavut, Sallaffie et al. (2022) found that the implementation of Alberta's curriculum in the Nunavut educational system was not tailored to the local communities but mostly served "to help learners assimilate into the Canadian community" (p. 64). This research highlights the importance of understanding local communities' needs and aspirations with respect to education.

In that vein, research conducted with Nova Scotia's L'Nu Communities has proposed an innovative approach to create collaborative professional development courses for two science teacher education cohorts. One cohort was a non-Indigenous group of students who started their teacher education program after 3-4 years of undergraduate studies. The second cohort was the students from L'Nu communities who were working professionals with several years of experience prior to entering the program. The majority of Indigenous cohort students had worked as teacher assistants in schools. The courses were constructed in a way that both cohorts could learn from each other via online platforms (Snow, 2020). An Etuaptmumk (Two-Eyed Seeing) theoretical frame was integrated in the blended learning design of the course. Two cohorts were separated during the face-to-face sessions, but worked together during the online portion of the course. The goal of blended learning was to build relationships across the two cohorts and support the development of transcultural understandings. According to Snow (2022), the collaborative approach they used enabled the integration of Indigenous ways of learning into science lessons and provided an opportunity to question traditional beliefs about education.

What is clear is that there is a lot more work to be done in order to give students living in remote areas of Canada, including the far North, equal access to the educational opportunities that are provided in more densely populated areas (Moore, 2022). And simply providing access to technology and online resources is not necessarily the solution to the problem of learning in remote locations in Canada as there is a pressing need in teacher education programs and teacher support to train more local teaching staff and encourage youth to become teachers in local communities.

References found on page 21.

2022-23 PROJECTS

Workshops & Events

Over the 2022-23 fiscal year, the Edith Lando VLC has hosted 40 workshops and events, which aim to provide innovative learning strategies, resources, tools, and supports to those learners and communities most overlooked and underserved. This is a notable increase in offerings compared to last year's 14 workshops.

In May of 2022, PhD Candidate Laura Brass collaborated with Vancouver Community College to run a workshop series for newcomers to Canada called "Feminist Pedagogies". Each session in this series taught the participants English while also discussing topics such as feminism, inclusivity, and self-awareness.

In September, we welcomed Dr. Sara Florence Davidson to our virtual campus for a book event celebrating her latest releases *Returning to the Yokoun River* and *Dancing with Our Ancestors*. Dr. Davidson read from her books, talked about her writing, and answered questions from a large group of participants.

Fall of 2022 continued with the return of the Middle Years and Secondary series, hosted by Dr. Leyton Schnellert and the introduction of the Primary Literacy Series. Dr. Cynthia Nicol's Math Series also returned, with an emphasis on assessment. Each of these series bring together rural and remote

> " *As an out-of-province participant, I appreciated the virtual nature of this session.* "

communities of practicing teachers and other educators to discuss emerging topics in education, with a strong focus on Indigeneity and cultural sensitivity. These workshop series were made possible by funding through the Ministry of Education and Child Care.

This year we were also pleased to welcome back our ECE Series which was kicked off by a Public Talk with Registered Psychologist Dr. Mary Turri in October 2022, entitled "Into the Unknown: Effects of the Pandemic on Children's Mental Health".

In addition, we hosted a variety of coding and digital media workshops including:

- Understanding WordPress for the Classroom
- Introduction to Scratch, designed for teens who are newcomers to Canada
- Introduction to Makecode Arcade
- Introduction to Scratch, for students in grades 4-7
- Introduction to CoSpaces and 3D Game Design
- Introduction to Tinkercad and 3D Printing
- Twine Workshop and Online Privacy Discussion
- Storytelling through Game Design

2,977 registrations for all workshops

Through our partnership with Science World we were able to present four workshops: Digital and Scientific Literacy, Reflections and Shadows for ECE Professionals, Coding without Computers, and Computational Thinking. Each of these Science World workshops discussed topics in STEM and showed Education Professionals how to bring hands-on interactive activities to the classroom.

We also developed a close partnership with the Vancouver School Board (VSB) and have collaborated with them on an anti-racism workshop series, Decentering Whiteness.

We offered two practical sustainability workshops with sustainable classroom expert, Sarah J. Newton. Sarah introduced participants to her waste free classroom and then answered all of their questions about putting sustainability into practice at school.

In addition to our workshop offerings, we had twelfth-grader and Coding Pals Executive Director, Gary Li, offering One-on-One Coding Training for high school students.

In total this year we had 2,977 workshop registrants who had a lot of positive feedback for us.

This year's programming resulted in largely positive feedback from participants. Overall when asked if they felt their workshop or event was a valuable use of time and resources 96% of respondents either agreed or strongly agreed, while only 4% disagreed or strongly disagreed. When asked to select their preferred format from amongst three options, virtual, in-person, or hybrid, 69% chose virtual, 29% hybrid, and 2% selected in-person. This tells us that participants overwhelmingly want to continue with online programming, with over two-thirds preferring full-time online programs, almost a third preferring to be online at least part of the time (hybrid) and, at 2%, only a very few wishing for fully in-person sessions.

69% of respondents prefer **virtual** attendance for all workshops.

**96%** of respondents would **recommend** Edith Lando VLC.

93% of respondents said they participated in an **excellent** learning experience.

Summer Camps

In the summer of 2022, Edith Lando VLC hosted two daytime summer camps: Fundamentals of Coding for Teens and PANDA (Promoting & Advancing) AAC (Augmentative and Alternative Communication) Camp. Coding Camp ran August 2-5 in a hybrid format, both online and at the UBC Vancouver Campus. This was the first time Edith Lando VLC offered a fully hybrid event. Participants had the opportunity to learn about coding, web development, and tricks and tips for creating a website. Throughout the camp, each participant developed their own website and had the opportunity to receive feedback from UBC marketing professionals. The camp was facilitated by partner organization Coding Pals, who will be returning again in summer 2023 to run another Coding Camp.

PANDA AAC Camp ran from August 2-6, 2022 at the UBC Campus. This camp was designed specifically for children with exceptionalities whose primary mode of communication is AAC. The camp was hosted in partnership with the BC Association for Advancing Communications (BCAAC) a "non-profit organization focused on promoting literacy for everyone and supporting AAC users, educators, and families in British Columbia". Last year the camp was able to host twelve children and their families, and they are looking to expand their offering in summer 2023.
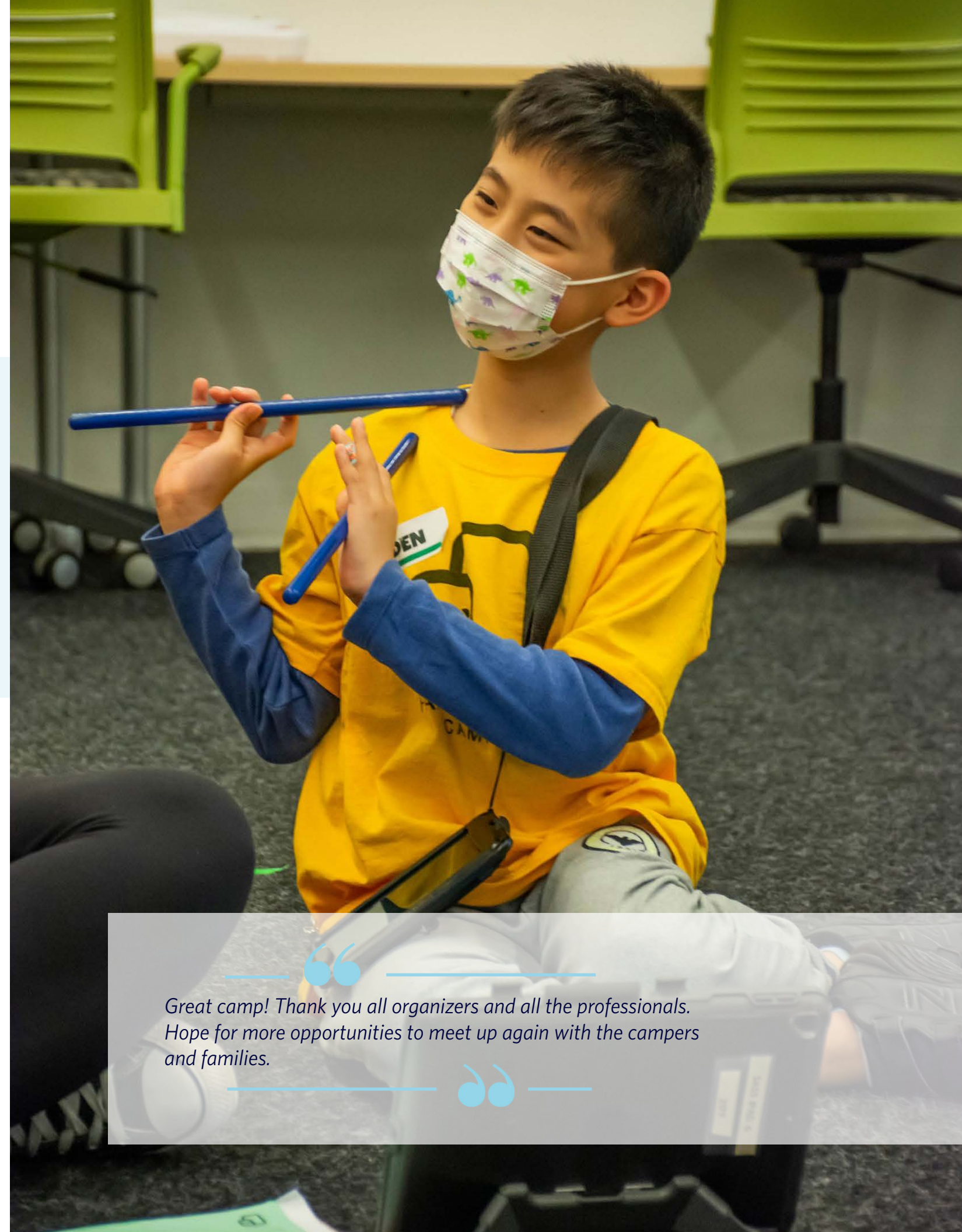
Great camp! Thank you all organizers and all the professionals. Hope for more opportunities to meet up again with the campers and families.

Video Series

This year we've had the opportunity to continue recording most of our workshops and events and are able to offer them as resources on the Edith Lando VLC website. We have continued to expand our Digital Literacy Series for Seniors with the addition of four new videos: Phishing Explained, How to Use Netflix, Internet Basics, and Keyboard Shortcuts.

Finally, we collaborated with educator Nathan Lott, Learning Coordinator for School District 20 in the Kootenay British Columbia area. Nathan has facilitated a number of technology workshops for the Edith Lando VLC in 2022-2023, and he follows up each one with a series of slides and videos that help support the learner in building upon what was taught in his sessions.

Database

One of the most exciting projects we have been able to undertake this year is the development of the Edith Lando VLC database. The database will be housed on our website and will replace our current resources page. It will include all of the recordings and documents that have been prepared for the Edith Lando VLC over the past year. To increase accessibility for users, any resources presented in the recordings or documents will be included in the database as separate pieces.

Project Management Software

With the growth of the Edith Lando VLC over the last two years, we have adopted project management software, Notion, to support us in improving oversight and monitoring our undertakings Notion allows us to track all projects, project deliverables, and all of the associated resources.

Upcoming Projects

In 2023 we will once again be hosting our Coding and PANDA AAC camps. We will also be introducing a new camp, Climate Camp for Preteens and Teens. This week-long camp designed by grant recipients Kshamta Hunter and Peyvand Fralick will give participants the opportunity to learn about the current climate crisis, how it's impacting the lives of youth, and what they can do to make difference in their communities.

Of course, Edith Lando VLC will continue its offering of workshops, starting in April 2023 with a new coding workshop for teens, Introduction to Python. And we are excited to continue funding new and innovative DPL Grants.

GRANTS

Edith Lando VLC's Digital Pedagogy Lab grants provide funds for initiatives that align with the mission and intended audience of the Edith Lando VLC. Projects are intended to address the Edith Lando VLC's thematic priorities and provide direct and demonstrable benefits to the communities they serve. Before grant submission, all applicants schedule a consultation with the Curriculum and Evaluation Consultant in Educational Technology Support (ETS) for guidance.

In addition to grant dollars awarded for successful applications, ETS and Edith Lando VLC offer applicants in-kind partnerships. ETS learning designers and technologists help to navigate diverse digital tools and ensure that principles of EDI are effectively interwoven into projects, while Edith Lando VLC offers project management and marketing support.

This year Edith Lando VLC awarded 10 Digital Pedagogy Lab Grants:

Kathryn Accurso & Jason D. Mizell
The Community Countertext Project

Edith Lando VLC grant recipients Dr. Kathryn Accurso (UBC) and Dr. Jason Mizell (University of Miami) have designed The Community Countertext Project with two main objectives: To collect and/or generate and publish community texts that capture minoritized knowledges, perspectives, and language practices; and to make project texts available through a website so they are freely accessible to community members, teachers, students, and researchers. The project website is primarily intended to support ongoing teaching and learning in K-12 classrooms and communities. However, the vision is that it will also support language and literacy researchers to expand descriptions of disciplinary language beyond those currently based solely on texts that capture dominating perspectives and social positions.

Shannon Bredin, Laurie Ford & Darren Warburton
Strength-based approaches to Early Childhood Education and Research

Strength-based approaches to Early Childhood Education and Research is a project being led by Dr. Shannon Bredin, Associate Professor in Kinesiology & Director of the UBC Centre for Early Childhood Education and Research (CECER); Dr. Laurie Ford, Associate Professor (ECPS) & Director for UBC Early Childhood Education; and Dr. Darren Warburton, Professor in Kinesiology. This project is based on the tenet that educational settings, especially in the early years, should focus on the strengths of the child. A strengths-based approach is capacity-building and supports greater accessibility, inclusivity, diversity, and equity to children and families within education.

Joanna Cannon
Website Accessibility with American Sign Language

Dr. Joanna Cannon, Deputy Department Head & Professor (ECPS) has received a grant for her project Website Accessibility with American Sign Language. Her project aims to increase website cultural and linguistic accessibility using American Sign Language.

Joanna Cannon & Bonita Squires
Comprehension of Written Grammar Test
Co-applicants Dr. Bonita Squires, Postdoctoral Fellow & Instructor (ECPS) and Dr. Joanna Cannon, Deputy Department Head & Professor (ECPS) project entitled Comprehension of Written Grammar Test will focus on updating and extending the Comprehension of Written Grammar (CWG) test. This test is used primarily by teachers of learners who are d/Deaf or hard of hearing. This project will be the first step towards increasing the digital and visual diversity of the tool.

Carly Christensen, Natalia Florez, Nancy Perry & Kim Zebehazy
Toolbox of children's books to promote disability representation
With a goal of furthering social justice for children with disabilities Toolbox of children's books to promote disability representation aims to build a database of children's books and other materials for educators and to support people with disabilities and their families. Grant recipients Dr. Carly Christensen, Assistant Professor (ECPS); Dr. Nancy Perry, Professor (ECPS); Dr. Kim Zebehazy, Associate Professor (ECPS); and Natalia Florez, Masters Student (ECPS) will be researching books and other materials to include in the toolkit that portray disability experiences from a non-deficit perspective. The toolkit will also assist readers in locating these books, and offer suggestions for teaching about disability.

Keri Ewert, Anneke Nussbaum, Angela Reynolds & Chris Rugo
Teaching 'Tranformatively' Toolkit: Critical and Culturally Sustaining Pedagogy for Queering Curriculum & Practice for Rural and Remote Education
Teaching 'Tranformatively' Toolkit: Critical and Culturally Sustaining Pedagogy for Queering Curriculum & Practice for Rural and Remote Education. Co-applicants Angela Reynolds, Chris Rugo, Anneke Nussbaum, and Dr. Keri Ewart will be developing a digital toolkit intended to support educators from rural and remote communities in creating more critical and culturally sustaining classrooms that center on intersectional, BIPOC (Black, Indigenous, People of Colour) and 2SLGBTQIA+ (Two Spirit, Lesbian, Gay, Bisexual, Transgender, Transsexual, Queer, Questioning, Intersex, Asexual, and other) identities.

Anusha Kassan
Let's talk: A digital platform to share stories and promote dialogue among newcomer and non-newcomer secondary students
Anusha Kassan, PhD, RPsych received a grant for her project Let's talk: A digital platform to share stories and promote dialogue among newcomer and non-newcomer secondary students. Kassan plans to develop a digital platform that will allow for in-depth, multi-layered, contextual understanding of newcomers' experiences in schools.

Zeba Khan
Menstrual And Reproductive Knowledge Labs (MARKL)
In December of 2022, we awarded our first grant to an external partner Free Periods Canada Foundation. Their project Menstrual And Reproductive Knowledge Labs (MARKL) is being led by Zeba Khan, Research Assistant at the UBC Centre for Health Evaluation and Outcome Sciences. They are excited to use their funding to develop a mini-course on menstrual health for youth on their free digital platform CHARMS.
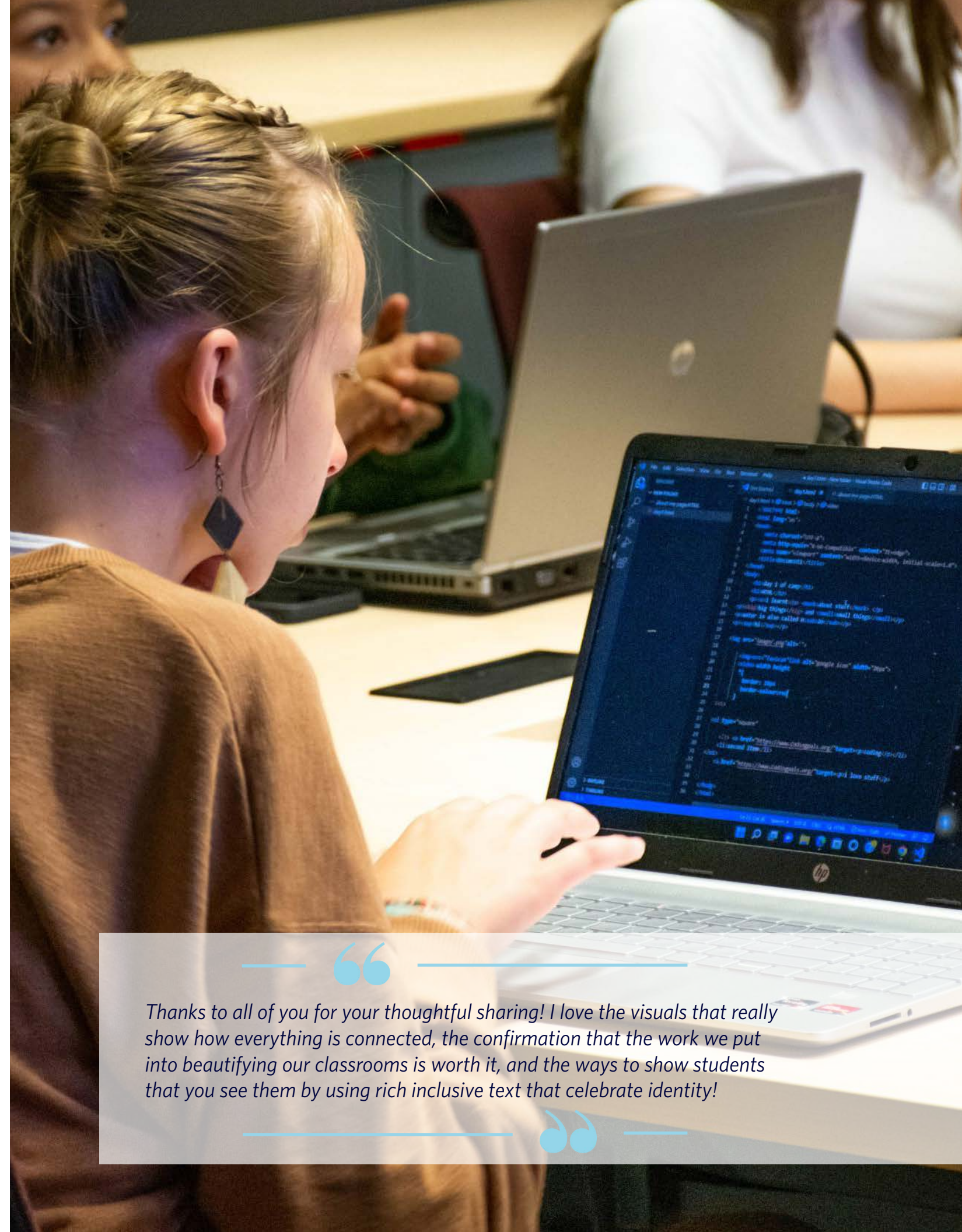
Thanks to all of you for your thoughtful sharing! I love the visuals that really show how everything is connected, the confirmation that the work we put into beautifying our classrooms is worth it, and the ways to show students that you see them by using rich inclusive text that celebrate identity!
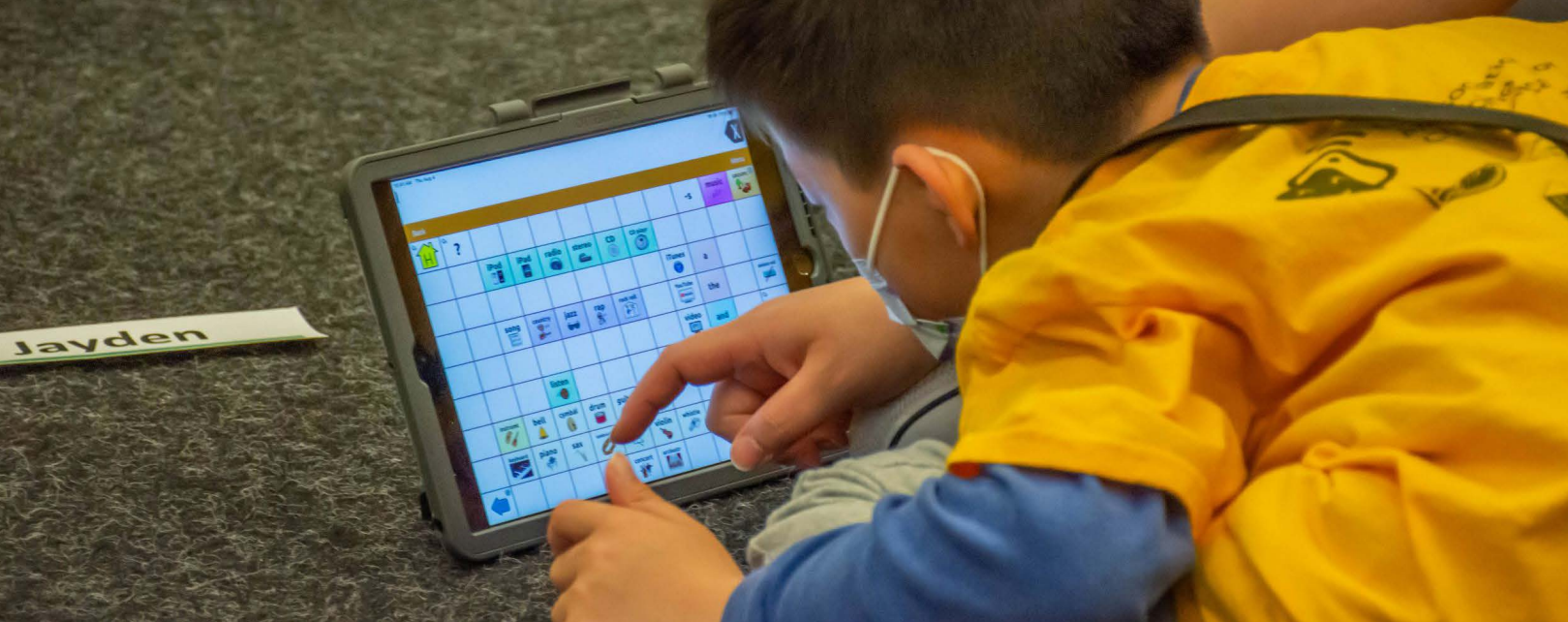
Kwan, Joe & Lo, Joyce

Language and Literacy for Everyone

The objective of the Language and Literacy for Everyone project is to mobilize digital tools to compile, curate and convey resources to enable the online and free provision of educational materials, coaching, and networking for parents, caregivers, and educators. Grant recipients and MET Graduates Joe Kwan and Joyce Lo completed their project in December 2022 and their online video series can be found on the Edith Lando VLC website.

Leyton Schnellert, Yvonne Dawydiak & Denise Flick

Indigenous Ways of Knowing Curriculum

Dr. Leyton Schnellert, Associate Professor UBC & Eleanor Rix Professor in Rural Teacher Education, along with Yvonne Dawydiak and Denise Flick, were awarded a grant for their project Indigenous Ways of Knowing Curriculum. The goal of this project is to create high-quality, research-based multi-media resources shared via an open educational repository and an existing online platform. The platform will support rural and remote faculty associates, mentor teachers, and teacher candidates.

Sandra Scott & Yvonne Dawydiak

Ocean Education: Developing knowledge, caring, and taking action Sharing stories of Resilience and Inspiration in this time of climate and nature emergency

Grant recipients Dr. Sandra Scott, Professor of Teaching (EDCP) and Yvonne Dawydiak, Learning Design Manager, Teacher Education hope to educate teachers and teacher candidates about the effects of climate change on our oceans with their project Ocean Education: Developing knowledge, caring, and taking action Sharing stories of Resilience and Inspiration in this time of climate and nature emergency.

11 grants funded
for a total of **$75,082**

CONNECTIONS

As the Edith Lando Virtual Learning Centre continues to grow, we are working closely with our partners to offer ongoing programming and develop new initiatives that support our underserved communities. Please read on for highlights from some of our partnerships.

BC Association for Advancing Communication (BCAAC)

Once again in 2023 we will be partnering with BCAAC to offer the PANDA AAC Camp, a camp designed specifically for children with disabilities whose primary mode of communication is Augmentative and Alternative Communication (AAC). Learn more about this camp in the camp section of the report on page 9.

BC Rural Education Advisory (REA)

This year BCREA was once again able to offer their webinar series thanks to funding from the Ministry of Education and Child Care. BCREA offers new and innovative programming to rural and remote educators and connects them with all of the other great resources available through Edith Lando VLC. Learn more about their programming in the Workshops and Events section of the report on page 7.

BC Ministry of Education and Child Care

We gratefully acknowledge the financial support of the Province of British Columbia through the Ministry of Education and Child Care. The Ministry partnered with Dr. Leyton Schnellert, Dr. Cynthia Nicol, and Dr. Jo-ann Archibald to offer four webinar series this year related to numeracy, literacy, equity, diversity, and inclusion, and partnering with Indigenous communities and educators.

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." This year we were able to partner with them to offer two Introduction to Scratch workshops – one designed specifically for teens who are newcomers to Canada and the other for students in grades four to seven. They have also made it possible for us to offer One-to-One Coding Training. Finally, we partnered with them on a successful hybrid Coding Camp for teens in the summer of 2022. Our partnership will continue next year with a Python workshop for high school students in April and another Coding Camp in July. For more information about Coding Camp see page 9 of this report.

Science World, Professional Development

This year we were able to offer four workshops in partnership with Science World – Two workshops for K-12 teachers and another two for early childhood educators. These workshops were well received, always reaching maximum capacity. Following each workshop, educators from Science World shared their resources with us, allowing educators who missed the session to access the

valuable information. More information about these offerings can be found in the Workshops and Events Section of this report on page 7.

Vancouver Community College (VCC)

In conjunction with the Vancouver Community College LINC program (Language Instruction for Newcomers to Canada) we offered a free eight-part workshop series entitled "Feminist Pedagogies". The series introduced 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 helped 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

In addition to these programs and initiatives we continue to build our partnerships with University of British Columbia's (UBC) Early Childhood Education Program and Burnaby Association for Community Inclusion. We have also begun to develop new partnerships with UBC's Faculty of Education Special Education Department, Vancouver School Board, and Free Periods Canada Foundation.
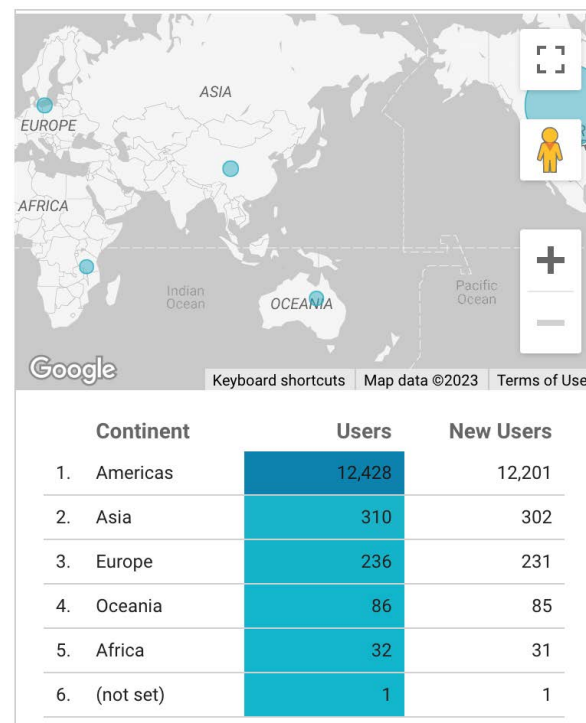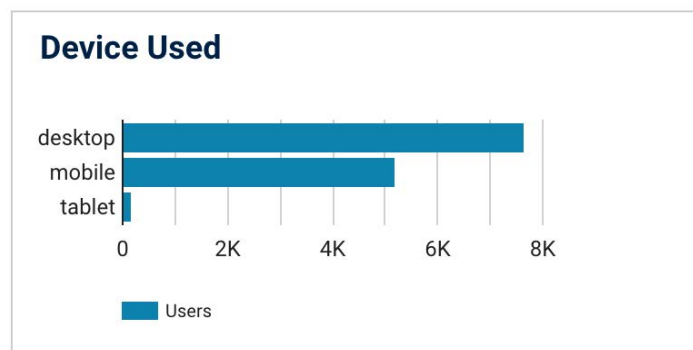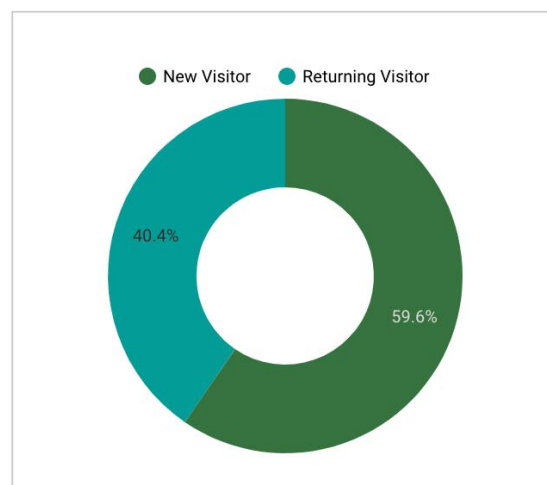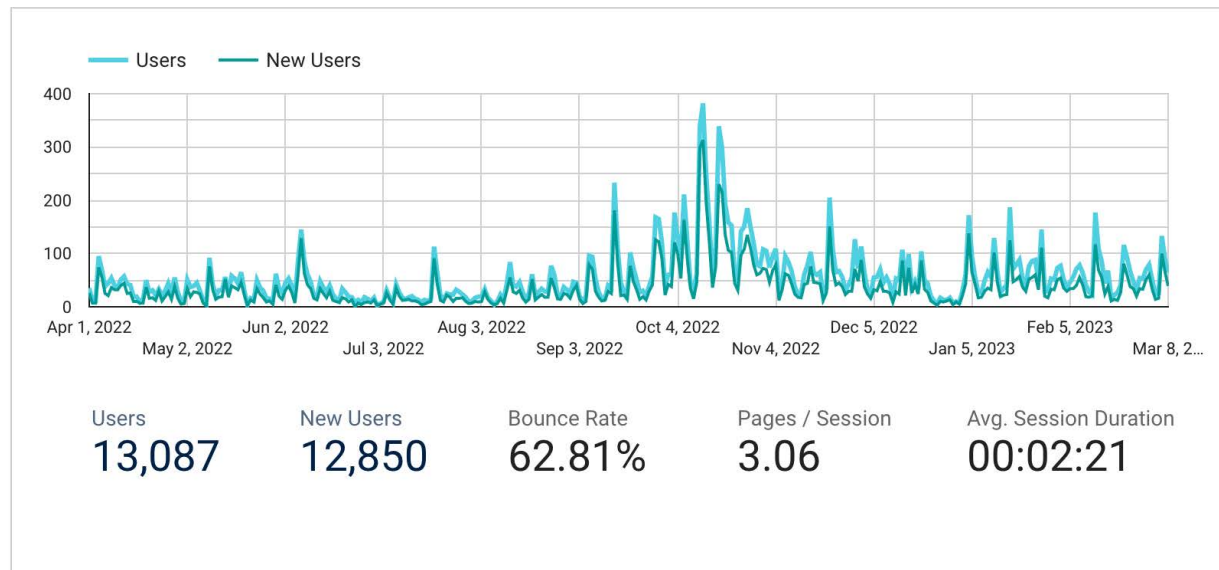
> 66
>
> *I love the virtual format and the fact that I can access the recording afterwards. This makes the learning much more accessible to me as a busy teacher.*
>
> 99

ENGAGEMENT

Registration by Workshops/Events

Workshop Name	Registrations
Edith Lando VLC Reading Club	77
Decentering Whiteness (4 sessions)	195
Engaging All Learners in the Middle Years (3 sessions)	187
What Counts in Primary Literacy (2 sessions)	303
Culturally Responsive Math Assessment (3 sessions)	508
Fostering Learning in Secondary Schools	285
ECED Professional Development Series (2 sessions)	512
Twine Workshop and Online Privacy Discussion	62
Storytelling through Game Design	41
Ocean Education: Developing Knowledge, caring, and taking action – Session #1	68
Sara Florence Davidson Book Event	137
Public Talk with Mary Turri	232
Science World ECE PD – Coding without Computers	30
Science World ECE PD – Reflections and Shadows	43
Science World K-12 – Computational Thinking	23
Science World K-12 – Digital and Scientific Literacy	45
Introduction to Makecode Arcade	21
Introduction to Scratch (grades 4-7)	27
Introduction to Scratch (teen newcomers)	15 (capped at 15)
CoSpaces/3D Game Design	29
Sarah Newton Sustainable Classroom Q&A (2 sessions)	68
Tinkercad/3D Printing	41
Understanding WordPress for the Classroom	28
VCC/LINC Workshop Series Drop-in	drop in

Website Analytics

Website analytics below represent use of the Edith Lando VLC's website, elvlc.educ.ubc.ca from April 1, 2022 to March 8, 2023.

As a benchmark for comparison, the average bounce rate is somewhere between 26% and 70%, with the optimal range being 26% and 40%. An average session duration is two to three minutes with 2.6 pages per session.
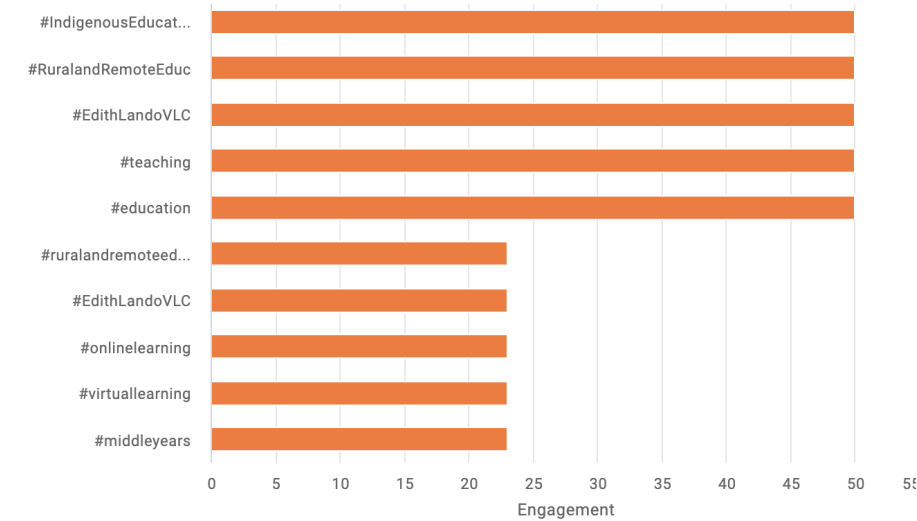

Users	New Users	Bounce Rate	Pages / Session	Avg. Session Duration
13,087	12,850	62.81%	3.06	00:02:21

	Continent	Users	New Users
1.	Americas	12,428	12,201
2.	Asia	310	302
3.	Europe	236	231
4.	Oceania	86	85
5.	Africa	32	31
6.	(not set)	1	1

Device Used

Social Media Analytics

Edith Lando VLC's main social media platform is Twitter (@EdithLandoVLC). The analytics below focus on April 1, 2022 through to March 8, 2023.

190	239	50	621	22	537	1.2k
Followers	Tweets	Mentions	Likes	Replies	Retweets	Engagement

Top Hastags by Engagement

Top Engaging Posts

FINANCIALS

Item	Amount Spent
40 Workshops and Events	$3376.08
2 Summer Camps	$1532.12
10 Grants Funded	$75,082.00
Salaries, Benefits & Professional Fees	$84,901.01
Other	$3881.14
TOTAL	**$168,772.35**

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GRATITUDE

We are deeply grateful to the Edith Lando Foundation for their very generous donation that has allowed us to imagine and help create 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 2022-2023 Annual Report:

- Jamilee Baroud, PhD
- Abby Blinch
- Jacqueline Chan
- Peyvand Fralick
- Jennifer Jenson, PhD
- Nora Perry
- Irina Tursunkulova

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

- Abby Blinch
- Natasha Boškić, PhD
- Carly Christensen, PhD
- Teresa Dobson, PhD
- Laurie Ford, PhD
- Dean Jan Hare, PhD
- Jennifer Jenson, PhD
- Sarah Lockman
- Moss Norman, PhD
- Nora Perry
- Leyton Schnellert, PhD
- Hongxia Shan, PhD
- Vanessa Smith
- Lynne Tomlinson, EdD

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