Drivers of Change: INNOVATIONS, INITIATIVES, & STRATEGIES

Throughout the year, we engaged in a research-driven, systematic exploration of possible futures by identifying trends or patterns of change that may have significant lasting impacts in the postsecondary education sector.

This section provides a high-level overview of the futures-focused questions we explored and the key trends and insights that emerged from the research.

1. INTENTIONAL INITIATIVES

What type of supports would future learners need to succeed?

Intersectional perspective: An intertextual approach explores how identity shapes a learner’s educational, cultural, economic, social, and lived experiences.

Inclusive campus: Successful transformation to an inclusive hybrid campus is facilitated by offering a sense of belonging, community, and identity among community members.

Read our report on Inclusive Learning.

2. LIFELONG LEARNING

When does learning happen?

Learning journeys: A dynamic process that aims to create personalized, adaptable, and intergenerational hybrid learning experiences.

Lifelong approaches: Models of learning that seamlessly support lifelong learning.

Unbundling learning: Pathways to education that are flexible, cost-efficient, and meet the needs of lifelong learners.

Read our report on Lifelong Learning.

3. DIGITAL-BY-DESIGN

What approaches would best meet future learning needs?

Teaching & learning: High-quality hybrid teaching and learning integrates learner-centered approaches with intentional use of Ed Tech.

Emerging EdTech: Artificial Intelligence (AI) and Extended Reality (XR) are examples of key EdTech that are projected to grow in postsecondary education.

Wrappedaround supports: Hybrid unappramised learning supports are designed to enrich holistic learner growth, success, and wellness, virtually and in-person.

Read our report on Hybrid Futures.

4. WORKFORCE & MARKET NEEDS

What external influences are driving change in postsecondary education needs?

Market & values shift: Change drivers that influence the labour market, skills gap, modelling and upskilling, and finding purpose.

Human-tech synergy: Recognizing and understanding human skills and complementing human skills with technology.

Work-readiness: Postsecondary initiatives and programs to facilitate work-integrated lifelong learning, career agility, and satisfaction.

Read our report on Shaping the Future Workforce.

5. LEADING INNOVATION

How might we co-create better futures through education?

Digital direction: Major trends shaping Ontario’s virtual learning efforts and their potential impacts.

Sector-wide collaboration: Amplifying Ontario’s sector-wide collaborative innovation impacts to enhance digital by design teaching and learning across the province.

Innovation reversion: Extending Ontario’s impact globally to contribute towards sustainable futures through virtual education.

Read our report on Leading Virtual Learning Innovation.

THE VISION: CO-CREATING BETTER FUTURES FOR ALL THROUGH EDUCATION

The Virtual Learning Strategy (VLS) is supporting ongoing and future virtual learning needs at all Ontario Indigenous institutes, colleges, and universities, and is built on three key pillars:

- Being the Future
- Being a Lifelong Learner
- Being a Global Leader

The 2021-2022 foresight reports collection support the VLS pillars by enabling awareness of drivers of change to continue realizing the potential of education in guiding personal purpose-finding, driving social and environmental justice, and supporting global development goals.

THE VIRTUAL LEARNING LANDSCAPE

Ubiquitous, flexible, & human-centered education

The virtual learning landscape is an environment which leverages the best of in-person and virtual learning to enable new standards of educational accessibility for local and global impact. As the education sector continues to evolve, we anticipate increasing innovation for multi-access futures established on human-centered and universal design for learning principles.

Supporting Ontario’s human-centered virtual learning landscape calls for collaboration as well as intentional initiatives and partnerships to support flexible and unbundled learning pathways.

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