E-LEARNING STRATEGY

2020-2022



EXECUTIVE SUMMARY

To meet the diverse needs of students and employers, post-secondary institutions must adapt to a rapidly changing economic and technological environment.

Our e-Learning Strategy is an enabler of BCIT's mission, to educate and train the BC workforce for the new economy. We will develop a flexible workforce, open to lifelong learning and new technologies.

BCIT's Learning and Teaching Framework outlines the Institute's teaching and learning guiding principles, which include faculty empowered by instructional skills and learning support; student-centred, active, and experiential teaching and learning; and learning environments that foster growth and creativity. This e-Learning Strategy provides a framework for developing tools and resources to empower faculty and programs to implements these guiding principles.

Our eLearning Strategy will enable BCIT to build on its tradition of collaborating with industry to meet the needs of students and employers. Based on sound instructional design principles, we will drive the creation of personalized, accessible, and flexible programs that prepare students to learn and work in a globally networked, digital environment.

STRATEGIC DIRECTIONS

e-Learning has a key role in BCIT's mission and strategic plan to educate and train the BC workforce for the new economy. Aligned with the BCIT Strategic Plan, the BCIT Education Plan, and the Learning and Teaching Framework, the BCIT e-Learning Strategy has three core strategic directions: driving educational transformation; expanding our reach; and fostering growth, creativity, and innovation.

Driving educational transformation

- Ensuring learner-centred, active, and experiential learning.
- Support an adaptive approach to teaching that recognizes the diversity of learning preferences as well as the need for flexibility of access to education.
- Increase experiential, social, and connected learning practices across the institution to create more opportunities for students to learn by doing to develop new skills, new attitudes, and new ways of thinking.
- Expand the learning environment beyond the boundaries of the physical classroom through the use technologies such as cloud computing and virtual desktops.





- Employ immersive simulation technologies (Virtual Reality/Augmented Reality/Mixed Reality) to support experiential learning and enhance the student learning experience.
- Apply evaluative and research frameworks to support evidence-based use of e-learning tools and strategies.

Expanding our reach

- Leverage BCIT's outcome- evidence- competencybased model to create flexible lifelong learning options that support workplace needs through microcredentialing, increased pathways into BCIT programs, and validation of prior learning.
- Drive the expansion of our unique polytechnic educational model nationally and globally through partnerships with industry and other post-secondary institutions.
- Increase access to education and upskilling for working professionals.

Fostering growth, creativity, and innovation

- Focus on what students can do and create with technology.
- Align e-learning tools with student-centred, active learning.
- Build a sustainable culture of instructor-led teaching and learning innovation.
- Develop instructors' capacity to create and maintain their own elearning environments.
- Support learning experiences that mirror the evolving working environment.
- Develop information literacy, digital citizenship, critical thinking, and problem solving skills.
- Expose students to technical concepts and operations.
- Prepare students to work effectively in global environments through remote collaboration and teamwork.
- Support collaboration between disciplinary areas, championing multidisciplinary learning and assessment.
- Enable reflective practice and educational research, essential for personal and career development, through curation of and reflection on learning experiences.





GUIDING PRINCIPLES

Six key principles guide BCIT's e-Learning Strategy–educational quality, flexibility and accessibility, collaboration and sharing, financial sustainability, faculty and student support, and innovation. These principles reflect the results of extensive consultation across the Institute with all levels of stakeholders.

Educational Quality

Educational quality is an overarching principle that shapes teaching and learning approaches, student engagement, support and retention. Guided by instructional objectives, the use of e-learning tools will help students achieve their learning goals.

Flexibility / Accessibility

Providing students locally and globally with flexible access to BCIT programs is a key driver of this e-Learning Strategy. All learning experiences created with the use of e-learning tools should follow the principles of universal design. Flexibility and accessibility should drive decisions about educational design and the use of technology.

Collaboration and Sharing

BCIT and other public higher education institutions have a responsibility to support educational transformation and a duty to manage their resources effectively. Collaboration, open sharing of e-learning tools, resources, and best practices between different schools and departments at BCIT leads to more efficient use of resources and fosters teaching excellence. The development of e-learning materials can be costly; the provincial system benefits when institutions collaborate and openly share and license their materials.

Financial Sustainability

Depending on the approach and type of e-learning, developing e-learning resources and online courses can be expensive. Decisions about e-learning must take into account their long-term financial impact. At BCIT, e-learning should be financially sustainable, while adhering to the principles of educational quality and flexible access. The BCIT model of development and implementation of e-learning tools ensures innovation at the course and program level while benefiting from economies of scale through shared resources and expertise.





Faculty and Student Support

Implementing new approaches to teaching and learning requires suitable support for faculty and students. This includes faculty training and technical support for both faculty and students. BCIT should provide faculty and students with the most appropriate support when implementing new approaches and technologies.

Innovation and Excellence

The BCIT e-Learning Strategy encourages the innovative use of digital technologies to enhance students' learning experiences, support student success, and foster effective instructional strategies. Innovative practices, validated through evaluation and applied research, should be shared across schools and programs to ensure that BCIT continues to lead in providing the best polytechnic education.

	E-Learning Strategy Guiding Principles					
Nine Strategic Initiatives	Educational Quality	Flex ibility / Accessibility	Collaboration & Sharing	Financial Sustainability	Faculty & Student Support	Innovation & Excellence
Strengthen support and services for learners to promote success, well-being, and resilience	•	*	•		~	
Invest in faculty and staff development to advance our practice and encourage a dynamic culture of learning					*	*
Redesign processes, systems, and structures to enhance our agility and effectiveness and to embed sustainability	\$	3	3	۲		*
Reimagine flexible studies and extend offerings and credential models to facilitate reskilling and improve learner access	>	3	3	۲		>
Anchor BCIT as a leader in interdisciplinary and integrative learning methodologies that ensure job readiness and career mobility	*	2	*			>
Cultivate exceptional learning environments and communities through technology and sustainable campus development	>	2	*	>		>
Infuse Indigenous knowledge and practices through the organization and within our partnerships to mobilize broader societal change		3			\$	
Reinvent how we work with industry and peers to drive economic, social, and environmental prosperity in BC and beyond	v	•	•			*
Foster and sustain an open, engaged, and multicultural community of BCIT learners, faculty, staff, and alumni			*			

Alignment with BCIT Strategic Plan 2019-22

The e-Learning Strategy's guiding principles closely align with the BCIT Strategic Plan 2019-2022, which supports a people-focused organization, future-proof applied education, and globally relevant connections.

Alignment with BCIT Education Plan 2019-22

The e-Learning Strategy closely aligns with the key initiatives of the BCIT Education Plan 2019-2021. The elearning strategy will be instrumental in implementing the following channels outlined in the Education Plan: interdisciplinary programming; open multidisciplinary credentials; and centres of competence.



2020-2022 E-LEARNING STRATEGY - ACTION PLAN

Guiding Principle	Outcome	Output	Activity	Timeframe
EDUCATIONAL QUALITY	Quality and innovation in the use of e-learning.	 Quality standards for instructional design, assessment, learner support, teaching and technology. Applied research focused on elearning practice at BCIT. Institute policy related to eLearning, to define student and instructor workloads and credit calculations 	 Implement the Quality Matters (QM) framework to enhance consistency and quality in online course design Develop a Scholarship of Teaching and Learning program, to evaluate e-learning practice at BCIT. Develop guidelines for instructor responsibilities and expectations in online courses. Review institutional policy to align with the eLearning Strategy. Develop a process and support resources for instructors and programs to review their use of e- learning tools based on use and evolving practice. 	
	Appropriate teaching and learning models	 A variety of teaching and learning models that support different types of e-learning (e.g., blended, fully online, "flipped" classroom, PBL, etc.) School specific tactical plans for the implementation of e-learning that meets schools' needs guided by the institutional e-learning strategy. 	 Develop teaching and learning models to support the range of programming at BCIT using different types of e-learning. Create School-based task-forces to analyse e-learning provision (baseline) and plan for future e- learning integration. Develop flexible and responsive faculty support models (e.g., peer- based, School-based) 	
	Provision and support of appropriate e-learning technologies	• Improved processes for e-learning technology selection and support that balances the need for flexibility and responsiveness with consistency and ease of use for learners and faculty.	 Improve processes and evaluation criteria for technology selection Investigate and recommend institutionally-supported educational technology Develop a support model for instructor empowerment and non-institutionally supported resources and technologies Develop resources to help instructors to integrate e-learning tools for creating active learning and experiential learning environments. 	

Guiding Principle	Outcome	Output	Activity	Timeframe
FLEXIBILITY / ACCESSIBILITY	Flexible access to courses and programs	 Increased use of blended and online options to address growing demand for flexible access Increased options for distance learning enrolment 	 Identify existing courses and programs that would benefit from flexible online options. Redevelop courses and programs using flexible approaches and Universal Design principles. Develop processes and resources to support distance learning options. 	
	Flexible and easy access to Institute services	 Online access to all student services ranging from admission to graduation. A recommended suite of online tools (reduce duplication, confusion) 	 Expand access to student and alumni services, including counselling and accessibility services. Expand access to virtual academic support services, including Library and Learning Commons. Review and recommend Institute-wide tools/software. Implement "one access point" system for access to all teaching and learning resources as well as student services. 	
	Support non-traditional students and workplace needs for micro-credentialing, to increase pathways into BCIT programs as well as to validate prior learning.	 Pedagogical model based on the outcomes/ competencies/ evidence of student competence. Current policies reviewed and updated and new policies developed as required. Technology-enabled systems that support a competency-based framework at BCIT. 	 Initiate a campus wide discussion of what competency-based learning means. Develop an assessment model that streamlines validation of acquired competency and offers education pathways to relevant BCIT credentials. Develop adaptive pedagogical approaches that help build on learner's prior knowledge and allow for personalized learning pathways. Provision and support technologies that enable competency-based learning and PLAR. Develop a plan to mitigate existing barriers to micro-credentialing. 	

Guiding Principle	Outcome	Output	Activity	Timeframe
FINANCIAL SUSTAINABILITY	Rational allocation of resources for the development of e- learning	 A clearly-articulated process that allows for e-learning priorities to be determined on a school and institutional basis. A clearly articulated maintenance model for current and legacy online courses and programs 	 Review processes for prioritization of e-learning and determination of resource allocation. Develop a process that includes ongoing support, evaluation, and (re)design of e-Learning resources that is scalable to the needs of the schools. Develop a set of benchmarks for more accurate estimates of development and maintenance costs of e-learning resources. 	
	Provision of scalable support models for design and development of technology- enabled learning	 Responsive models for eLearning development 	 Develop a typology of online course business models at BCIT Align design and development support models to accommodate the diverse school needs based on typology 	
COLLABORATION AND SHARING	An infrastructure that allows for sharing of e-learning resources as well as collaborative teaching and learning	 A learning object repository. Creation of collaborative spaces for the design and development of learning resources. Policies and practices that facilitate open education adoption, open access, and the sustainable development of e-learning. Physical and virtual learning environments that support interactivity and collaboration. 	 Develop best practices and approaches for the learning object repository. Investigate and install a set of collaborative tools and a virtual "learning commons". Review policies and practices relevant to open education, and recommend changes as appropriate. Ongoing review of BCIT learning environments, and provide recommendations to enhance active learning, interactivity, and collaboration. Create a communication channel/ forum for sharing and promoting BCIT best practices and innovative approaches. 	

Guiding Principle	Outcome	Output	Activity	Timeframe
FACULTY AND STUDENT SUPPORT	Faculty proficiency in the use of e-learning	 Enhanced faculty development programs for FT, PT, and Distance Faculty, that support pedagogical and technical training. A faculty peer-mentoring program. Communities of practice for schools and faculty to share e-learning development and teaching experiences. 	 Continue developing and implementing faculty development programs that support digital fluency and e-learning practice. Implement a faculty peer- mentoring program. Create a technology sandbox for instructors to explore innovative/ creative ways to integrate technology into learning and teaching. 	
	Enhanced support for digital fluency and lifelong learning skills.	 Self-directed digital fluency and lifelong learning resources. Inclusion of digital fluency skills across BCIT curriculum. 	 Development and implementation of Digital Citizenship online modules. Support BCIT Schools to develop assessment methods to ensure digital fluency competencies. 	
INNOVATION AND EXCELLENCE	Sustainable implementation of innovative e-learning tools and approaches to advance BCIT's mission.	 Innovative implementation of e- learning tools and/or approaches to improve student experience, increase student success and teaching efficiency. Proactive and responsive engagement from service departments for supporting key infrastructure. Applied research focused on e- learning practice at BCIT. 	 Implement a framework to support e-learning and educational technology adoption, use, and evaluation of effectiveness. Establish communities of practice to support innovative learning and teaching practices across BCIT. 	

