BCIT™

Empowered Faculty

Responsive Design

Student-Centred

Creative Environment

LEARNING AND TEACHING FRAMEWORK

BCIT's teaching and learning guiding principles

PURPOSE STATEMENT

FACULTY EMPOWERED BY INSTRUCTIONAL SKILLS AND LEARNING SUPPORT

STUDENT-CENTRED, ACTIVE AND EXPERIENTIAL TEACHING AND LEARNING

LEARNING ENVIRONMENTS THAT FOSTER GROWTH AND CREATIVITY

PROGRAM AND CURRICULUM DESIGN ALIGNED WITH WORKPLACE NEEDS

The LEARNING AND TEACHING FRAMEWORK

was created to support and guide learning and teaching at the Institute.

BCIT is committed to:

- Providing a learner experience that supports students as individuals, and actively supports their lifetime career success.
- Listening to our students so we can support them as learners and as people, ensuring they have every opportunity to reach our high standards, to graduate, and become alumni.
- Providing a consistent level of quality of education and services for both full-time and part-time students.
- Educating and training practitioners who can support the success of employers by being immediately productive, being a source of new ideas, and advancing the state of practice.
- Being responsive and adaptive to the evolving needs of British Columbia
- Fulfilling the goals set out for us by the Government of British Columbia, as outlined in its annual Letter of Expectations Prudently stewarding resources entrusted to us to provide the citizens of British Columbia with the best possible return on their investment.

In this document you will find some suggestions for how your school, program, faculty – and you – can support these principles in practice. These are ideas, you will come up with more.

FACULTY EMPOWERED BY INSTRUCTIONAL SKILLS AND LEARNING SUPPORT

Faculty, both full-time and part-time, are already highly qualified and experienced industry practitioners. They are supported in the mastery of engaging and responsive teaching practices, and curriculum design.

- Support and resources are provided to all instructors to enhance their teaching skills.
- Support and resources are provided to all instructors to review and maintain the currency and quality of their course materials, assignments and assessment practices.

Ideas in action

- Instructors have access to a mentoring program, offered online and face-to-face.
- Instructors prepare curriculum that addresses the latest teaching philosophies and designs embraced by the K-12 system.
- Introductory and advanced Instructional Skills Workshops (ISW) are available to help faculty improve and update teaching approaches and curriculum.
- The Learning and Teaching Centre offers support in areas ranging from teaching practice to curriculum development.
- Student evaluation of teaching is used to offer feedback and support for instructors to develop their teaching skills and enhance the student experience.
- Trades instructors are provided with opportunities to collectively review and update course materials and instructional approaches.

STUDENT-CENTRED, ACTIVE AND EXPERIENTIAL TEACHING AND LEARNING

Students learn using the best available technologies and techniques, practice real-world skills as they study, and experience learning outside the classroom, assuring employment prospects.

- Students enhance their transferable skills through experiential learning.
- Students study in cohesive, informal, learning spaces with resources that help ensure academic success and collaboration.
- Students develop their skills as critical thinkers, creative problem solvers, strong communicators and lifelong learners.
- Students pursue self-directed learning goals.

Ideas in action

- BCIT takes a student-centred and active approach to learning, teaching, assignments, assessment and course delivery environments.
- Experiential learning is a fundamental component of all programs. It is facilitated through capstone projects, industry-based projects, community-focused courses, team-based community action projects, field-based studies and other forms of active learning.
- Students, instructors and staff are members of a common learning community.
- Informal and cross-disciplinary student learning is supported through a cohesive student learning hub.
- Instructors communicate consistently with students, providing timely feedback, complete course outlines, faculty contact information and office hours.

LEARNING ENVIRONMENTS THAT FOSTER GROWTH AND CREATIVITY

Immersive learning experiences are provided in environments that mirror workplace settings and that nurture both creativity and career-ready skills in support of life-long learning.

• Physical and digital learning environments support formal and informal learning.

• Learning environments provide instructors and students the opportunity to work with personal devices alongside specialized program-specific tools, technologies and software.

• Students and faculty directly inform the design of meaningful learning environments.

• Growth and creativity is fostered in an environment that respects work/life balance for students, faculty and staff.

Ideas in action

• Students and faculty representation and input are required in the design and management of formal and informal campus learning spaces.

• Students, staff and faculty representation and input are required for the design, development, acquisition and/or deployment of digital infrastructure for learning and teaching.

• Formal and informal learning settings enable experimentation with new technologies.

• On-going experimentation with innovative ways of providing resources for teaching and learning is supported.

PROGRAM AND CURRICULUM DESIGN ALIGNED WITH WORKPLACE NEEDS

Programs reflect dynamic and evolving work environments, with relevant, high quality curricula as their foundation.

- Relationships with industry are valued, for fostering the design of programming that is applied, relevant and current.
- Evaluation and assessment practices allow students to effectively demonstrate their learning, are connected to relevant needs in work environments, and are based on clear, stated learning outcomes.
- Flexibility is built-in to program design and delivery.
- Economic, social and environmental sustainability is part of the curriculum.
- Collaboration across disciplines helps students understand the interconnectedness between disciplines.

Ideas in action

- Faculty and staff engage in ongoing review and planning exercises to reassess and update their programs.
- Programs include some degree of flexibility in course selection and delivery, based on learning needs.
- Faculty incorporate experiential learning and authentic assessment in their curriculum.
- Students demonstrate their competence in program and course learning outcomes through relevant assessments.
- Open education resources (OER) and open education practices are preferred during curriculum design and resource selection.

What can WE do?

BCIT shall:

- Actively support a culture of quality instruction
- Work with the schools to facilitate planning and follow-through with LTF initiatives
- Eliminate barriers to LTF implementation initiatives across the institute
- Encourage, support and reward innovation

Schools shall:

- Support a community of engagement amongst students, staff and faculty
- Facilitate planning
- Allocate resources to support LTF initiatives
- Report on activities and achievements

Programs and departments shall:

- Actively participate in planning and implementation initiatives
- Hold all stakeholders accountable for participation and commitments

Individuals shall:

- Be open-minded as to the need for change and the ideas of others
- Participate in planning and implementation initiatives
- Practice reflective self-improvement

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EDUCATION
FOR A COMPLEX WORLD.

BCIT™