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Georgian College of Applied Arts and Technology

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BENCHMARK RELATED TO PROGRAM DELIVERY **USING THE INTERNET**

Current College Degree Programs:

Bachelor of Human Services – Police Studies (Orillia)

Bachelor of Business – Automotive Management (Barrie)

Bachelor of Business – Golf Management (Barrie)

November 9, 2010

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BENCHMARK RELATED TO PROGRAM DELIVERY USING THE INTERNET

A. Introduction and Executive Summary

Georgian College has prepared this submission to:

1. Demonstrate that Georgian College meets the new benchmarks related to program delivery using the Internet
2. Confirm permission to continue to offer courses previously approved for online or hybrid delivery
3. Apply for consent to offer additional courses, previously approved for traditional delivery, in online or in hybrid format in the Bachelor of Human Services – Police Studies program

Georgian College has built capacity to deliver an increasing number of online and hybrid courses in the last decade. This submission will address the new benchmarks found in the *Quality Assessment Panel Report Guidelines and Workbook for Distance Education Panel Assessment of Applications for Consent from Ontario Colleges of Applied Arts and Technology Baccalaureate/Bachelor's Honours Degree in an Applied Area of Study*. See section B.

Georgian College has previously applied for and received Ministerial consent to offer some courses using internet delivery for three college degrees: the Bachelor of Human Services – Police Studies (Orillia Campus), the Bachelor of Business – Automotive Management (Barrie Campus), and the Bachelor of Business – Golf Management (Barrie Campus). The breadth courses previously approved for online or hybrid delivery and shared by the three degrees are listed below:

<u>Course Name</u>	<u>Application in which it was approved</u>
Advanced Research Skills	Bachelor of Business - Golf Management
Artificial Intelligence	Bachelor of Business - Golf Management
Corporations, New Technology and Social Change	Bachelor of Business - Golf Management
Greed and Globalization	Bachelor of Business - Golf Management
Interdisciplinary Critical Theory	Bachelor of Business - Golf Management
Introduction to Anthropology	Bachelor of Business - Golf Management

Introduction to the Humanities (Formerly "The Art of Being Human")	Bachelor of Business - Automotive Management Consent Renewal
Media and Society	Bachelor of Business - Golf Management
Power and Knowledge	Bachelor of Business - Golf Management
Studies in Popular Culture	Bachelor of Business - Golf Management

In order to ensure the breadth courses, which are common to all three programs, are as accessible as possible, Georgian College would like to continue to offer some of these courses through online delivery. In addition, Georgian also seeks permission to offer online or hybrid delivery of the following breadth courses, which were previously approved for traditional delivery:

- Modes of Reasoning
- Science of Pollution
- Introduction to Psychology 1
- Introduction to Psychology 2
- Introduction to Sociology

As well, many policing professionals, who often encounter scheduling difficulty due to shift work or transfer situations, would be better able to access the courses they need to complete the Bachelor of Human Services – Police Studies degree if they were available online. To support this, Georgian College seeks approval to offer online or hybrid delivery of several courses previously approved for traditional delivery. These courses are:

- Contemporary Issues & Criminology
- Forensic Science
- Investigation and Evidence
- Ethics in Policing
- Professional Standards
- Major Incident Command & Negotiating Skills
- Public and Media Relations
- Human Resource Management in Policing
- Organized Crime
- Policing in Cyberspace: Trends and Issues
- Police Governance
- Victimology

The course outlines are attached in Appendix A.

B. Benchmark Related to Program Delivery Using the Internet

1. Program Delivery

1. The delivery methods and their quality assurance policies facilitate and/or enhance the proposed learning outcomes.

In 2009, Georgian College's Advanced Studies Macro-Curriculum Committee approved a series of degree level outcomes and objectives as relevant to information literacy, communication and critical thinking according to the PEQAB approved "Guidelines for Undergraduate Degree Level Expectations" (GUDLE).

All faculty attached to college degree programs have professional development in these learning outcomes. Student assessments are required to meet the appropriate level in each course, whether liberal arts and sciences or core program courses.

The learning objectives for our degrees are based on the Post-secondary Education Quality Assessment Board (PEQAB - colleges) and OCAV (Ontario Council of Academic Vice-presidents – universities) approved "Guidelines for Undergraduate Degree Level Expectations" (GUDLE).

The following objective groupings were approved by PEQAB and OCAV. For the purposes of linking objectives to years and courses, these objectives have been assigned codes (1-6).

Within each objective, sub-objectives in each of the standards of information literacy, critical thinking, and communication are identified by sub-codes (a-c). These objectives are then articulated as learning outcomes that are to be met in designated courses in each year of study.

Because of the interdisciplinary nature of these degree expectations, specific disciplinary outcomes are not identified. Rather, it is expected that as students move into the upper levels of their degree, they demonstrate, with increasing confidence and success, an ability to reflect upon, explore, and articulate an interdisciplinary perspective in all of the major competency areas.

Objective and Sub-objective Codes:

1. Depth and breadth of knowledge
 - a. Information literacy
 - b. Critical thinking
 - c. communication
2. Knowledge of methodologies
 - a. Information literacy
 - b. Critical thinking
 - c. communication

3. Application of knowledge
 - a. Information literacy
 - b. Critical thinking
 - c. communication
4. Communication skills
 - a. Information literacy
 - b. Critical thinking
 - c. Reading/ Writing/Speaking
5. Awareness of limits of knowledge
 - a. Information literacy
 - b. Critical thinking
 - c. communication
6. Autonomy and Professional Capacity
 - a. Information literacy
 - b. Critical thinking
 - c. communication

Year of Study Benchmarks

In order to achieve exit competencies (objectives), learning outcomes are identified for each year of study.

Year 1	Objective Code	Outcome
	1	Demonstrate an introductory level understanding of content across disciplines of choice – including key concepts, methodologies, theoretical approaches and assumptions
	1.a	Access a number of different sources
	1.a.	Differentiate and evaluate quality of sources
	1.a.	Summarize sources
	1.a.	Cite properly
	1.a.	Define plagiarism and understand why it is so serious
	1.b.	Demonstrate an ability to apply critical thinking skills in the development of a thesis and support
	1.c.	Write short essays which demonstrate an ability to gather sources and explore topics within the discipline in some depth
	1.c.	Speak publicly sharing basic secondary and tertiary research
	1.c.	Read a variety of texts demonstrating an ability to summarize key ideas
	2	Evaluate the appropriateness of different approaches to solving a problem
	2.a.	Conduct basic research with a general understanding of

		research methodologies
	2.b.	Discuss the opportunities and challenges of different research methodologies used in a discipline
	2.c.	Write short essays demonstrating the use of a suitable research methodology
	2.c.	Speak publicly about modes of enquiry
	2.c.	Read a variety of texts demonstrating an ability to identify research and enquiry approaches to the material
	3	Demonstrate a basic ability to apply knowledge in the development of a line of argument
	3.a.	Apply basic research in the development of a line of argument
	3.b.	Evaluate secondary sources of information for the incorporation of the sources in supporting a line of argument
	3.c.	Read, write and speak about the value of various sources in the development of a line of argument
	4	Communicate accurately and reliably, orally and in writing to a specific, identified audience
	5	Discuss the limitations of knowledge broadly, with some ability to classify the self as a beginning learner in higher education
	6	Demonstrate an ability to work with others contributing to successful outcomes
	6	Begin to identify and address learning needs
	6	Demonstrate behaviour consistent with academic integrity and social responsibility
	6	Demonstrate initiative with the goal of increasing learning opportunities
Year 2	Objective Code	Outcome
	1	Demonstrate a more advanced level of understanding of content across disciplines of choice and some application of same – including key concepts, methodologies, theoretical approaches and assumptions
	1.a.	Analyze academic and professional sources to determine their merit
	1. a	Utilize various secondary sources to support a line of argument
	1.b.	Critically evaluate various dominant “ways of knowing”*, understanding the values and limitations inherent to these different approaches
	1.c.	Write and speak about some of the major fields in a discipline
	1.c.	Read and summarize some of the major fields in a discipline

	2	Having evaluated the appropriateness of different approaches to solving a problem, write and speak about the merits and limitations of these approaches
	3	Develop a line of argument which clearly delineates a focused thesis and sound support
	4	Communicate accurately and reliably, orally and in writing to a specific audience, demonstrating an understanding of the needs of this audience for a particular communication style and purpose
	5	Discuss the limitations of knowledge broadly, with an ability to generalize the limitations of personal knowledge and need for humility in conducting research
	6	Demonstrate an ability to accurately, reliably and ethically articulate personal research
Year 3	Objective Code	Outcome
	1	Demonstrate an increasing ability to synthesize knowledge from an interdisciplinary perspective
	1.a.	Conduct secondary research across disciplines and incorporate an interdisciplinary approach in the application of research
	1.b.	Demonstrate strong critical thinking skills both inside a discipline and synthesizing materials across disciplines
	1.b.	Critically evaluate various alternative “ways of knowing”*, understanding the values and limitations inherent to these different approaches
	1.c.	Articulate, with increasing clarity, coherence and depth, knowledge from various disciplines
	2	Apply methods of enquiry or creative activity, or both, in a primary area of study
	2.a	Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques
	2.c.	Write and speak in the devising and sustaining of arguments or solving problems using well established methods
	3	Develop a line of argument which clearly delineates a focused thesis and sound support, reviewing, presenting and interpreting quantitative and qualitative information
	3.a.	Conduct research, with increasing rigour and depth in the analysis of a specific problem and solution proposal
	3.b.	Demonstrate strong critical evaluation skills to analyze and synthesize various “ways of knowing”
	3.c.	Write and speak with increasing depth, applying concepts and principles of academic rigour
	4	Communicate accurately and reliably, in writing and

		speaking, to a wide range of audiences
	5	Identify the limits of knowledge and how these limits might influence analyses and interpretations
	6	Demonstrate strong transferable skills including reading comprehension, communication, working independently, working with others and the exercise of personal responsibility and decision making
	6	Continue to demonstrate an ability to accurately, reliably and ethically articulate personal research and to constructively critique work of others
	6	Behave with increased attention to academic integrity and social responsibility in preparation for further study, employment and community involvement
Year 4	Objective Code	Outcome
	1	Demonstrate a developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline
	1	Demonstrate a developed understanding of many of the major fields in a discipline, including an interdisciplinary perspective in terms of the intersections of fields in related disciplines
	1.a.	Gather, review, evaluate and interpret information
	1.b.	Compare the merits of alternative hypotheses or creative options, relevant to one or more of the major fields in a discipline and across disciplines
	1.c.	Demonstrate, through writing and speaking, a highly developed, detailed knowledge of and experience in research in a discipline and across disciplines
	2	Evaluate the appropriateness of different approaches to solving problems using well-established ideas and techniques
	2.c.	Devise and sustain sophisticated arguments or solve problems using well-established ideas and techniques from across disciplines
	2.c.	Describe and comment upon particular aspects of current research or equivalent advanced scholarship
	3	Review, present, and critically evaluate qualitative and quantitative information
	3	Develop solid lines of argument, make sound judgments in accordance with major theories, concepts and methods of various subjects of study
	3	Apply underlying concepts, principles, and techniques of analysis, both within disciplines and across disciplines

	3	Use a range of established techniques to initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information
	3	Propose solutions, framing appropriate questions for the purpose of solving a problem
	3.a	Critically use scholarly reviews and primary sources
	4	Communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences
	5	Demonstrate an ability to articulate the ambiguity and limits to knowledge, describing how these might influence analyses and interpretations.
	6	Demonstrate the exercise of initiative, personal responsibility and accountability in both personal and group contexts
	6	Work effectively with others
	6	Make decisions in complex contexts
	6	Manage own learning in changing circumstances, demonstrating behaviour consistent with academic integrity and social responsibility

Various e-learning activities support these learning outcomes in online and hybrid courses. Faculty use Blackboard to foster a vibrant online learning community and to facilitate learning activities such as online discussions, games, surveys and tests, group work, blogs, and web quests. Information on various learning activities is provided in Appendix B, “Students Like Blackboard”.

2. The applicant has the expertise and resources to support the proposed delivery methods and to ensure their effectiveness.

Georgian College degree faculty members receive support from curriculum development and teaching experts, both housed in the Centre for Teaching and Learning (CTL) and assigned as curriculum coaches by the CTL to the various departments and programs.

Three instructional designers in the CTL deal specifically with the facilitation of online course development and delivery. The Curriculum Vitae/Resumes for these experts is attached as Appendix C. An additional five curriculum experts attached to the Centre aid faculty members in various other professional development in regards to instructional design and supporting diverse learners and styles. The identification of learners and learning styles is sometimes a challenge for an online environment, so special care in the structure of content and assessments is ensured via the support of these online education specialists.

The infrastructure itself supporting online delivery methods has been highlighted elsewhere in this document.

3. The institution conducts sustained, evidence-based and participatory inquiry as to whether courses and programs (whether delivered using traditional, web facilitated, blended, hybrid, or online methods) are achieving the intended learning outcomes. The results of such inquiry are used to guide curriculum design and delivery, pedagogy, and educational processes.
4. Assessment of the quality and effectiveness of the delivery methods includes consideration of
 - a) standardized and regular feedback from students;

All courses regardless of delivery method are evaluated using the same procedure and tools. Generally, each year a support staff member facilitates the Georgian College Student Feedback Questionnaire in one section of a course for each part-time professor. Full-time professors select one section of one course per year in which they would like to be evaluated. The survey is administered in class in the second half of the term. Comments are typed up in one document per course to maintain confidentiality. In some cases, faculty may be evaluated using additional tools other than the Georgian College Student Feedback Questionnaire. The Dean reviews the feedback and meets with the faculty to discuss. If necessary the Dean and faculty member jointly develop a learning plan to address any areas that the faculty member would like to explore or areas for improvement. Full-time faculty undergoes a full comprehensive review of their performance including such areas as service to the department, curriculum development, teaching feedback, and currency in the field of study. Student performance is compared across courses whether delivered in a traditional or eLearning format.

- b) provisions for pre-registration and ongoing academic advising;

Students register for all courses regardless of delivery model at the same time as determined by the registrar's office. All students are eligible for academic advising from program coordinators assigned to each program. Students can book in for face-to-face appointments or teleconferences. Many students prefer to correspond with their coordinator via email.

- c) policies concerning interventions for poor student progress; and

Students in online courses are subject to the same policies as traditional students. All faculty are encouraged to assign written work or other types of assessments early in the semester to identify students who are not attending or who are having difficulty with the course material. Faculty are encouraged to work with students to offer additional help and/or referral to student services. A learning strategist is available to help students with strategies for learning and as well peer tutors are available. Blackboard also has the function available to monitor whether students are logging in to identify those who are not engaged. Students who are not progressing satisfactorily fall under the academic warning and probation policies.

d) availability and suitability of technical and other supports;

Students are provided both technical support for login issues and Blackboard support. A series of tip sheets for students are readily available. See <https://www.georgianc.on.ca/bb> . (A sample tip sheet is included in Appendix D.)

5. Where an institution offers both classroom-based and online programs, there is a clear and integral relationship between those responsible for electronically offered programs and the classroom-based academic structure.

The program macro-curriculum committee in consultation with the Dean determines which courses are appropriate for eLearning. In the case of college degrees, two macro-curriculum committees are consulted regarding content, learning outcomes and methods of assessment: the program area first reviews curriculum, and curriculum then proceeds to the Advanced Studies Macro Curriculum Committee to ensure that degree-level competencies are maintained. The program macro-curriculum and Advanced Studies Macro Curriculum committees are responsible for the learning outcomes in the course regardless of the course format. Support for delivery methods is also available through Georgian College's Centre for Teaching and Learning. The Dean is ultimately responsible for the course regardless of the delivery format.

6. The delivery methods contribute to and enhance the creation of academic community among students and between students and faculty. For online learning elements, this includes that the

- a) program/course design and the course syllabus make appropriate provisions for instructor-student and student-student interaction;
- b) technologies used to achieve interactions among faculty and students (e.g., email, telephone office hours, phone conferences, voicemail, fax, chat rooms, web-based discussions, computer conferences and threaded discussions, etc.) are adequate;

The student of the emerging 21st century is one well-versed in technology. She answers her cell phone, types text messages, answers e-mail and surfs the Internet virtually at the same time. Education support must meet the technological sophistication of our students while recognizing that online learning environments alone do not make learning happen.

Online facilitation of learning happens when students and faculty take an active role in developing and engaging communication forums through the many technologies available. In-class experiences are not replicated via technology, but they can be enhanced. Similarly online learning experiences cannot be simply lectures and PowerPoint presentations posted to a learning forum. Recognizing the unique cultural experience of the online learning context is key to creating an infrastructure of support for both students and faculty members.

Online learning is enhanced by the use of knowledge and learning objects including streaming technologies such as audio and video, peer-to-peer file sharing, audio chat,

podcasting, iTunesU, blogs, wikis, virtual classrooms, journals and VOIP, as well as web whiteboarding. Technologies themselves must be used with a strong orientation to learner-centred learning principles.

A sound andragogy includes the American Association of Higher Education's "Seven principles for good practice in undergraduate education" (Chickering & Gamson, 1987). Originally written for classroom instruction, it was subsequently revised to include online educational practice, and is now widely accepted among post-secondary institutions. Our faculty are encouraged and mentored to ensure that all delivery incorporates the following practices – particularly for online delivery. Accordingly, good practice in undergraduate education:

1. Encourages contacts between students and faculty.
 2. Develops reciprocity and cooperation among students.
 3. Uses active learning techniques.
 4. Gives prompt feedback.
 5. Emphasizes time on task.
 6. Communicates high expectations, and
 7. Respects diverse talents and ways of learning
7. The responsibility for program quality remains with the applicant institution. Accordingly, consortial agreements for programs delivered online:
- a) reflect that the applicant institution(s) is fully engaged in the consortial process and shares responsibility for all aspects of program delivery, including but not limited to ongoing oversight of the curriculum and program design decisions; responsibility for financial, human, and physical resources; resource upgrading; setting the qualifications and training required of faculty and staff; ensuring data integrity and students' privacy;
 - b) include clearly defined performance expectations concerning all aspects of program delivery, including but not limited to those matters identified in (a);
 - c) specify the conditions for the termination of the contract between the parties;
 - d) include provisions to ensure quality control of all aspects of program delivery;
 - e) ensure the financial arrangements among the parties to the consortial agreement provide for adequate participation and management by the applicant institution.

The College Degree Operating Group is putting forward a recommendation to PEQAB that the breadth courses be offered at the Ontario Learn Consortium. The organization has on file and available upon request copies of current software, hardware and systems agreements that pertain to the delivery of electronic/online learning.

Georgian College is a member of the Ontario Learn consortium of Ontario Colleges. Our mandate includes shared development, expenses, and delivery of courses online. Some courses are delivered online through a combination of specially designed web sites and/or e-mail. This consortium now offers more than 200 courses.

Students registered in Ontario Learn's online courses will learn through a combination of curriculum delivered online and through print-based texts and workbooks.

By expanding the course offerings to PEQAB approved breadth courses Georgian degree students will enjoy greater flexibility and diversity in courses.

8. Policies pertaining to technology-, computer-, and web-based learning modes of delivery ensure:

a) student and faculty preparation and orientation to existing technologies;

A Blackboard manual is accessible for faculty at

<http://www.georgianc.on.ca/bb/support/official-blackboard-documents/>. Blackboard has been widely adopted across Georgian College. Additionally, there are tips sheets for both faculty at students available at: <http://www.georgianc.on.ca/bb/support/>

The Centre for Teaching and Learning (CTL), a vital department of Georgian, provides leadership for development related to the scholarship of teaching and learning. Full and part time faculty have opportunities to attend a wide variety of educational workshops and sessions on teaching methods, educational technology, and student issues. A three-day college wide orientation is offered each August for all new full and part-time faculty and a one-day session is offered in January. During the summer semester, a large variety of workshops are held, as well as a full day conference, Focus on Teaching. Teachers are recognized for participating in professional development and reflecting on their teaching practice with documentation presented to them at the conference. New and experienced, full and part time, faculty attend these sessions. Many of the sessions focus on technologies to enhance teaching and learning. There are also specific workshops on eLearning.

Recently, the CTL was provided with a dedicated classroom where teachers can experiment with new teaching strategies or technologies with support of the CTL. The Information Technology department works with business contacts to support such experimentation by acquiring equipment on a trial basis. As a result of this support, we have determined that some technologies we experimented with met our needs while others did not. Consequently, we invest only in technology that we know will be effective for faculty and student needs.

While all faculty are encouraged to use Blackboard to support their students' in-class learning experiences, faculty members who demonstrate a strong commitment to online learning, have experience in online course development and/or who have been trained in course development and delivery (through personal professional development or the many opportunities for training offered through Georgian College's Centre for Teaching and Learning) are invited to develop and deliver online courses with Georgian College degree studies. Even then, they are supported by two online instructional designers housed in the Centre for Teaching and Learning in addition to the collegial atmosphere of the college itself.

For those faculty and students who require help with basic computer applications, - there is free help via Dell learning systems The Dell Learning System offers over 150 tutorials to full and part-time Georgian College students and staff. Learners access knowledge and skill-based course content online. They can also ask questions and receive assistance virtually. Tutorials include sessions on Microsoft office, professional development, and PC applications. Students can also get help from library staff (CPA co-op students) in both Barrie and Orillia.

- b) adequate resources and processes to acquaint faculty, students, and course designers with new software or systems as they are adopted;

Learning the features and pedagogical use of new academic software is supported by the Centre for Teaching and Learning and academic areas. CTL staff present workshops, Tip sheets, one on one coaching and departmental in -service learning. These are promoted on Blackboard, through the CTL website, college wide emails, and the CTL calendar. See <http://www.georgianc.on.ca/staff/ctl/> and <http://www.georgianc.on.ca/bb> for instructional videos and tip sheets.

- c) regular opportunities for ongoing professional and course development for faculty and others responsible for program development;

Regular workshops are offered to both program areas and curriculum coaches through the CTL. These are promoted as above. Curriculum Coaches also provide process coaching for faculty during the time that a program is under development. Program teams also meet regularly with the Dean of CTL and the Registrar to ensure that the program development is progressing within Georgian College guidelines. The Curriculum Handbook documents all required processes and materials.

Faculty who are selected to teach online or hybrid courses must have a demonstrated capacity and experience. Faculty are assigned to work with an instructional designer in the semester prior to the implementation of the course. Full-time faculty receive a course download to prepare the course and receive recognition on their work load for the extra preparation during the first semester the course is delivered. Part-time faculty are paid a stipend for online course development in the semester prior to delivery.

Georgian College is committed to implementing Online Teacher Competencies in our professional development for faculty teaching an online or hybrid course (see Appendix E).

- d) reliable, sufficient, and scalable course- management systems to meet current and projected needs, including:
 - i) a robust and secure technical infrastructure, providing maximum reliability for students and faculty and
 - ii) emergency backup provisions;

The college has an industry standard learning management system called Blackboard, which is hosted off-site at Blackboard headquarters in a dedicated environment called Blackboard ASP. Servers are easily added to scale the infrastructure as our usage increases. The environment is comprised of various levels of redundant routers, switches, firewalls and load balancers. Additional networking devices are easily added as necessary in order to support the highest level of security, performance and availability. Occasional, scheduled, downtime is planned and communicated to all staff and faculty for system upgrades, maintenance and security patches.

Blackboard implements two backup strategies. First, Bb uses a Snapshot utility that stores read-only versions of the file system and provides the ability to recover lost or deleted files, without assistance or recovery from tape. Snapshots are performed daily, nightly, and weekly. These snapshots are stored on a Network Attached Storage filer. Second, Bb performs weekly tape backups. All relevant data on Bb is backed up including application files, databases, and operating system environments.

- e) accessible technical assistance for students and faculty for all hardware, software, and delivery systems specified by the institution as required for the program;

The college has a support desk which provides students, faculty and Staff with technical assistance on all hardware software and systems specified by the College as required for the program. The structure of the support desk (ITSupport) is that of first through 3rd level support. The hours of operation are 7:30 am – 7:30 pm with on call weekend support also. Students are able to leave emails or voice mails for questions or technical assistance outside of these hours which will be addressed during normal business hours.

- f) 24 hrs/day 7 days per week access to secure online databanks for web-delivered courses;

Blackboard is a 24 hours/7 days per week online service with a 99.7% availability service level guarantee. Blackboard ASP maintains a software monitoring system to provide real time information about the environment, ensuring that Blackboard administrators are made aware of system failures as soon as they arise. Blackboard's dedicated, full-time team of more than 25 staff are then available to quickly troubleshoot and resolve downtime.

- g) well-maintained, current and appropriate hardware, software, and other technological resources and media;

The hardware available to students is appropriate, current and well maintained. Georgian uses a 4-year lease cycle wherever possible for our computer labs, our library computers and equipment and our back-end server infrastructure. This ensures our infrastructure is never more than 4-years old. The College's IT department ensures all computers and equipment are in good working order and reimages the computers every

semester to ensure the most up-to-date and appropriate software is available for the students and faculty.

h) risk assessment and planning that includes:

- i) Disaster Recovery Plan to ensure consistency of operational capacity
Georgian college uses clustered servers wherever possible to ensure redundancy as well as RAID solutions within our storage environment.

We are working towards formal disaster recovery plans including a full off-site recovery location at one of our other main campuses.

ii) Backup and storage technology protocols

At Georgian College we have a formal process for backup and recovery of systems which includes backup to disk and then tape and offsite storage of tapes. Dependant on the system and the nature of the information a formula for full backups, incremental and differential, as well as retention times is applied to the backup process.

- iii) Requirement for historical logs and physical documentation for exceptions, breaches, capacity usage, upgrades, workarounds, bolt-ons etc.

At Georgian we have monitoring options for review of systems as well as a formal change control process to ensure only approved changes are made and approved within the environment.

9. Appropriate safeguards are in place to assure the authentication of student identity and the integrity of student work for online courses/programs. Policies and procedures assure:

- a) the security of students' confidentiality and privacy when conducting assessments and evaluations, and in the dissemination of results;

Georgian instructors post final grades on our student information system, Banner, which uses the standard secured authentication practice controlled by an Active Directory database and Quest password management systems. Blackboard, and its robust online grading system, which can be used to disseminate grades, exam and assignment results, uses the same centralized authentication data. Passwords expire regularly and must be reset for added security. Our institutional acceptable use policy for computer usage recommends that all passwords be kept safe and secure.

- b) the secure destruction of personal data when it is no longer needed;

Personal data is not stored on Blackboard. Any personal data collected by the registrar's office is secure as per college policy and FOIPPA policies.

- c) the verification of student identity for coursework and examinations, and for the control of examinations, including but not limited to security; time limits; the selection of proctors/invigilators; and the requirements for, and weighting of, evaluations conducted face-to-face.

See above for information about authentication and identity management on Georgian systems. The Blackboard system includes the ability for instructors to set specific time limits on exams, tests, and assignments. The system itself also has time-outs set to log the user out of the system automatically if the computer has been inactive, which is a deterrent for users to access other users accounts (faculty or students). Major exams are proctored in the testing centre by Georgian staff trained to invigilate. Students present their Georgian College identification to the testing centre staff.

2. Capacity to Deliver

1. Learning resources are available online to students in online courses/programs. If not all appropriate resources are routinely available online, the institution has made appropriate and adequate arrangements to provide them to online students.

The blackboard learning management system has the capacity for faculty to post course materials. However the primary learning resources for students lie with the Library Commons.

The Library supports programs with a variety of resources and services including electronic resources (e-books, electronic access to databases of magazine, journal and newspaper articles the majority being full text). Library Services are provided through on- and off-site reference assistance, interlibrary loan of resources, and off-campus access to the online catalogue of books and audiovisuals and electronic databases. The Interlibrary Loan (ILL) is a service that enables users to obtain material not owned by Georgian College Library Commons from another library or supplier. The Library Commons obtains those items required for study and research which are not available at Georgian College Library Commons. Materials are generally received within one week and a tracking system ensures students are advised when materials have arrived.

The library web site <http://library.georgianc.on.ca> is the focal point of access to all resources and services. The students' primary resource for assistance is the library staff. Online tutorials are also available within the databases themselves and on the library's database selection page to strengthen student's skills.

Georgian College provides library research assistance to students face to face as well as by e-mail, web, and telephone. Assistance is not campus specific and students may access whichever campus is convenient. Online resources and services are available to all students regardless of the delivery method for their course. There may be cases where a student in an online course requires information that is only available in a print or audio/visual format. That information or item can be sent to the student via

courier. In general, such resources cannot be converted to online or digitized format due to copyright restrictions; however, every effort is made to provide students in online courses with electronic alternatives.

The Georgian College Libraries are a member of the provincial AskOn virtual reference service. This means that all students studying at Georgian can receive assistance with finding and using library resources simply by chatting online in real time with a librarian, who may be located in either an Ontario college or university library. This service extends the library's reference hours.

Georgian's strong, comprehensive collection of electronic databases covers a full range of subject areas, with many specific to the program. Online resources include:

I. Books [Electronic]

NetLibrary provides access to over 7300 electronic books in a variety of subject areas. This database is available from the Library's web site and can be accessed off campus.

II. Electronic Databases

The library maintains current subscriptions to a number of electronic databases including:

Academic Search Premier

Comprehensive index of scholarly journals with focuses on social sciences, humanities, education, computer sciences, engineering, language and linguistics, arts & literature, medical sciences, and ethnic studies.

Business Source Premier

Provides full text for nearly 8,350 scholarly business journals and other sources, including full text for more than 1,100 scholarly business publications. Coverage includes virtually all subject areas related to business. This database provides full text (PDF) for more than 350 of the top scholarly journals dating as far back as 1922.

Canadian Reference Centre

Comprehensive collection of Canadian and international magazines such as Macleans, Scientific American, newspapers & newswires such as the Toronto Star, as well as reference books and company information, biographies and an image collection. This database also includes a Canadian Dictionary.

CBCA

Canadian Business & Current Affairs (CBCA) Provides access to approximately 140 Canadian industry and professional periodicals and newsletters covering business and current affairs.

CPI.Q

Canadian Periodical Index covers Canadian and international journals, magazines, newspapers and other references from 1988 with full text from 1995. Includes selected sections on full text of Globe and Mail from 1997.

Environment Index

Environment Index offers deep coverage in applicable areas of agriculture, ecosystem ecology, energy, natural resources, marine & freshwater science, geography, pollution & waste management, environmental technology, environmental law, public policy, social impacts, urban planning, and more.

Funk & Wagnalls New World Encyclopedia

This database provides over 25,000 encyclopedic entries covering a variety of subject areas.

Health Source: Consumer Edition

This database is the richest collection of consumer health information available to libraries worldwide, providing information on many health topics including the medical sciences, food sciences and nutrition, childcare, sports medicine and general health. Health Source: Consumer Edition features searchable full text for nearly 300 journals. This database is updated on a daily basis.

Hospitality & Tourism Complete

Hospitality & Tourism Index is a bibliographic database covering scholarly research and industry news relating to all areas of hospitality and tourism. This comprehensive database contains more than 440,000 records from 500 titles, with coverage going back to the early 1960s.

LexisNexis

Provides full-text documents from over 5,600 news, business, legal, medical and reference publications with a variety of flexible search options.

MasterFILE Elite

This database covers general interest, business, health and multicultural topics.

PsycARTICLES

Provides full text articles on current issues in psychology from 1987 to the present. PsycARTICLES includes more than 35,000 full-text articles from 49 journals published by American Psychological Association and allied organizations.

Regional Business News

This database provides comprehensive full text coverage for regional business publications. Regional Business News incorporates coverage of 75 business journals, newspapers and newswires from all metropolitan and rural areas within the United States. This database is updated on a daily basis.

Social Sciences

A bibliographic database that indexes and abstracts articles of at least one column in length. Coverage includes a wide range of interdisciplinary fields covered in a broad array of social sciences journals. Abstracting coverage begins with periodicals

published in January 1994. Abstracts range from 50 to 300 words and describe the content and scope of the source articles. Full text coverage begins in January 1995.

SPORTDiscus

Provided by the Sport Information Resource Centre, SPORTDiscus offers comprehensive, bibliographic coverage of sport, fitness and related disciplines. With full bibliographic coverage, monographs dating back to 1949, and journal coverage to 1975, this database contains over 565,000 records and over 200,000 dissertations and theses

2. The applicant makes a commitment in its budgets and policies to provide and maintain the necessary learning, physical, technological, human, and other resources for the program, and to supplement them as necessary.

Georgian College is committed to providing students with a rich array of learning opportunities to select from. Currently, the number of courses delivered totally online and in blended learning formats is increasing exponentially. Deans provide time for faculty to develop courses prior to the implementation of the online or blended course and provide additional time during the first delivery of the eLearning course. The Centre for Teaching and Learning has two full-time instructional designers who support faculty when developing eLearning courses. Several departments have also developed internal expertise to coach from within. The College has committed significant resources to the maintenance and expansion of the Learning Management System. A system administrator is dedicated to the operation of Blackboard and a team of 25+ Blackboard staff monitor uptime and access. Upgrades are implemented as soon as possible. Georgian currently operates the latest update of Blackboard 9.0. The Academic Technology Committee is comprised of stakeholder groups in the college, including students and faculty, provides direction to the college for the uptake of technology to enhance the student learning experience in the classroom and online. Georgian College has approximately a \$2.2 million budget allocated to learning technology.

3. Satisfactory policies pertaining to faculty are in place, including policies that support the professional development of faculty including the promotion of instructional innovation, as well as technological skills, where appropriate.

Policies relating to faculty have been assessed recently as part of the application to offer the Bachelor of Business – Golf Management (2007) and the Georgian College of Applied Arts and Technology Degree Program Review (June 2010). An updated collection of policies will be submitted to PEQAB in the coming year. Much of the information in this section is adapted from the *Georgian College of Applied Arts and Technology Degree Program Review Self-Study Report: Bachelor of Business: Automotive Management*. June 28, 2010.

As part of the collective agreement, full-time faculty have ten days designated for professional development on an annual basis. The activities to be undertaken during this time are agreed upon by the individual faculty and the Dean responsible for the program. For example, the College provides financial support for attendance at conferences. A professional development leave of absence for up to two semesters is

available to full-time faculty once every seven years, based on merit and seniority as approved by the Professional Development Leave Review Committee.

The Centre for Teaching and Learning (CTL), a vital department of Georgian, provides leadership for development related to the scholarship of teaching and learning. CTL also houses a library of resources dedicated to teaching practice. A sample of CTL resources for Instructional Design is attached as Appendix F. A comprehensive course review guide for online courses is used by Georgian's instructional designers when working with faculty who are developing online courses. The Online Course Review Document is included in Appendix G.

Full and part time faculty have opportunities to attend a wide variety of educational workshops and sessions on teaching methods, educational technology, and student issues. A list of workshops available through the CTL is attached in Appendix H. A three-day college wide orientation is offered each August for all new full and part time faculty and a one-day session is offered in January. During the summer semester, a large variety of workshops are held, as well as a full day conference, Focus on Teaching. Teachers are recognized for participating in PD and reflecting on their teaching practice with documentation presented to them at the conference. New and experienced, full- and part-time faculty attend these sessions.

In addition, newly hired full-time faculty are required to attend a full semester, 6 hour per week Academic Preparation program offered through the CTL for which appropriate time (equivalent to a one course workload reduction) is allocated on their Standard Workload Form (SWF). Part time faculty have the option of attending 10 sessions especially designed for them. Both sets of sessions are offered in the fall and winter semesters. Sessions are also offered on topics of interest to experienced faculty. The Faculty Learning Communities are a new and popular professional development activity. In these learning communities, a group of faculty from across disciplines come together regularly throughout the year to faculty discuss chapters of a selected book on a relevant academic issue. This provides faculty from a variety of departments with opportunities to meet and support each other while growing in their teaching practice.

Targeted professional development is offered through the CTL to specific groups. Examples of targeting professional development include sessions offered in each school about student life and college experience, and sessions on the quality assurance audit. Also, many departments provide internal vocational training opportunities for faculty through speakers, specific training, and sharing of current research literature.

In addition, the Organizational Planning and Development department offers professional development to staff on topics not specific to teaching and learning such as leadership development and workplace skills. An annual college wide conference called "Georgian Day" is held every spring and attended by staff from all sites.

Recently, the CTL was provided with a dedicated classroom where teachers can experiment with new teaching strategies or technologies with support of the CTL. The

Information Technology department works with business contacts to support such experimentation by acquiring equipment on a trial basis. As a result of this support, we have determined that some technologies we experimented with met our needs while others did not. Consequently, we invest only in technology that we know will be effective for faculty and student needs.

4. The applicant has academic and other staff in sufficient numbers to develop and deliver the program and to meet the demands of the projected student enrolment. The required minimum faculty and staff members will depend upon the method of delivery, enrolments, and the complexity and variety of specializations.

In August 2007, the Bachelor of Human Services – Police Studies degree submitted the following first year intake projections for the academic years 2007/8 through 2010/11 as part of the request for renewal of Ministerial consent.

Enrolment Projections Table 2007 - 2010

Year	2007/08	2008/09	2009/10	2010/11
Projected Number of 1 st Year Students	40	45	50	60

Program growth is on track, with 63 first year students joining in September 2010. Enrolment is anticipated to grow. Below is the projected first year enrolment for the next four years:

Enrolment Projections Table 2011 - 2014

Year	2011/12	2012/13	2013/14	2014/15
Projected Number of 1 st Year Students	80	100	120	140

In addition, it is anticipated that with approval to offer courses online, there could be an additional intake of approximately 30 students per year who would enrol in the online courses. Many of these students would be policing professionals who have received individual transfer credit for up to 50% of the program, and for whom attending on-campus is difficult due to scheduling or distance.

5. The faculty teaching all components of the program and, where appropriate, acting as thesis/dissertation supervisors, and/or members of examining committees consist of (a) persons with appropriate academic qualifications and fields of expertise, and (b) where relevant, practitioners with required professional credentials and related work experience.

Faculty holding Academic Degrees higher than a Bachelor in a field of study related to the subject to be taught:

	Fall Semester 2009 to 2010		Winter Semester 2009 to 2010		Summer Semester 2009 to 2010		Total for Academic Year of Delivery 2009 to 2010	
Highest Qualification	Number with credential	Number of Courses Taught	Number with credential	Number of Courses Taught	Number with credential	Number of Courses Taught	Number with credential	Number of Courses Taught
Doctorate Degree	3	5	3	4	1	1	4	10
Masters Degree	11	14	8	10	5	5	15	30

Faculty not holding Academic Degrees higher than a Bachelor in a field of study related to the subject to be taught:

	Fall Semester 2009 to 2010		Winter Semester 2009 to 2010		Summer Semester 2009 to 2010		Total for Academic Year of Delivery 2009 to 2010	
	Instructor qualifica- tion	Course Taught	Instructor qualifica- tion	Course Taught	Instructor qualifica- tion	Course Taught	Instructor qualifica- tion	Course Taught
			BA*1	1			1	1

*Certified police fitness expert used for Human kinetics courses.

6. All faculty teaching in the professional or main field of study (a) hold an academic credential at least one degree higher than that offered by the program in the field or in a closely related field/discipline and (b) no fewer than 50 percent of the faculty hold the terminal academic credential in the field or in a closely related field/discipline.

Faculty teaching in the main field of study holding Academic Degrees higher than a Bachelor in a field of study related to the subject to be taught:

	Fall Semester 2009 to 2010		Winter Semester 2009 to 2010		Summer Semester 2009 to 2010		Total for Academic Year of Delivery 2009 to 2010	
Highest Qualification	Number with credential	Number of Courses Taught	Number with credential	Number of Courses Taught	Number with credential	Number of Courses Taught	Number with credential	Number of Courses Taught
Doctorate Degree	1	3	2	3	1	1	2	7
Masters Degree	9	12	6	8	3	3	11	24

Faculty teaching in the main field of study not holding Academic Degrees higher than a Bachelor in a field of study related to the subject to be taught:

	Fall Semester 2009 to 2010		Winter Semester 2009 to 2010		Summer Semester 2009 to 2010		Total for Academic Year of Delivery 2009 to 2010	
	Instructor qualifica- tion	Course Taught	Instructor qualifica- tion	Course Taught	Instructor qualifica- tion	Course Taught	Instructor qualifica- tion	Course Taught
			BA*1	1			1	1

*Certified police fitness expert used for Human kinetics courses.

7. All faculty teaching courses outside the core or main field of study (breadth courses, whether linked or not linked to the main field) (a) hold an academic credential at least one degree higher than that offered by the program in the field or in a closely related field/discipline and (b) no fewer than 50 percent of the faculty hold the terminal academic credential in the field or in a closely related field/discipline.

Faculty teaching outside the main field of study holding Academic Degrees higher than a Bachelor in a field of study related to the subject to be taught:

	Fall Semester 2009 to 2010		Winter Semester 2009 to 2010		Summer Semester 2009 to 2010		Total for Academic Year of Delivery 2009 to 2010	
	Number with credential	Number of Courses Taught	Number with credential	Number of Courses Taught	Number with credential	Number of Courses Taught	Number with credential	Number of Courses Taught
Doctorate Degree	2	2	1	1			2	3
Masters Degree	2	2	2	2	2	2	4	6

Credentials of Faculty Teaching Breadth Courses in the Bachelor of Human Services – Police Studies, 2009 – 2010

Table removed for Web Version.

3. Academic Freedom and Integrity Standard

Georgian College maintains an atmosphere in which academic freedom exists. Georgian College operates with practices regarding faculty and student academic freedom in a collegial manner which celebrates critical inquiry. Georgian's Academic Freedom Policy is attached as Appendix I.

1. There are appropriate policies and procedures concerning compliance with copyright law.
2. Where courses/programs are delivered using online delivery, the institution has appropriate policies and procedures to address copyright and intellectual property issues (e.g., digital rights management and the use of object learning repositories).

Georgian College has appropriate policies concerning compliance with copyright law and intellectual property. The college adheres to all standards of the Canadian Copyright Act and informs the college community of these standards through the library commons and postings by photocopiers (see Appendix J). An additional procedure has been developed specifically for faculty who develop eLearning courses (see Appendix K).

The policy describing the college's position on intellectual property and copyright issues is located in Appendix L (Policy # 1-130).

4. Student Protection

For courses and/or programs that incorporate web-facilitated, blended, hybrid, or online delivery, the information provided to potential students is accurate and sufficient for informed decisions about the costs and commitments associated with participation in the course/program. This includes that students

- a. are fully informed about the technological requirements of participation and the technical competence required of them; and
- b. receive adequate information about:
 - i. the nature of learning and the personal discipline required in an
 - ii. anytime/anywhere environment; and
 - iii. any additional costs, beyond tuition and ancillary fees, associated with elearning
 - iv. aspects of course/program delivery.

Students who chose to take courses online at Georgian College are fully informed about the technical requirements and computer skills required for the course. The information is posted on Blackboard and on the course syllabus. The college calendar includes the following statement:

Online/Hybrid Courses at Georgian College

Online or hybrid course mean that some or all of your learning activities take place in a web-based format. You will need to make sure that can meet the computer requirements and have the necessary computer skill such as managing files, using word processing, use web addresses, download and install programs or plugins, and send and receive email. You should have frequent access to a computer and the internet, Internet Explorer 7.0 (or higher) or Mozilla Firefox 3.5 or higher, internet access is required and high speed access is highly recommended. Although the courses are carefully planned to engage you as a learner, we find that students who are skilled readers, self-directed, comfortable writing, have organizational skills, and will dedicate 5-12 hours per week to your course are the most successful in these courses. If you have concerns or questions about the course please do not hesitate to contact your teacher or coordinator. You can access resources to help with computing, login or Blackboard (learning system) at <http://www.georgianc.on.ca/current/>.

The learning management system in use at Georgian College is Blackboard, a relatively simple system that requires limited computer skills. Blackboard is assessed through a web browser both on and off campus. Microsoft Internet Explorer (version 7.0 or higher) is the supported browser so is preferred, but Mozilla Firefox 3.5 or higher also works. All students are given an email account. High speed Internet is recommended for optimum system usage. Using data derived from the student information system, user accounts

are created for all enrolled students and teachers; course shells are created for all courses; and students and teachers are enrolled into course shells. When a student logs on their course is automatically there for them to access.

Faculty are encouraged to describe the expectations of the course in their course syllabus and post on Blackboard. There are no additional fees associated with eLearning courses provided by Georgian College.

References

Chickering, Arthur W. and Gamson, Zelda F. (1987, March). Seven Principles for Good Practice in Undergraduate Education. *AAHE Bulletin*. Retrieved from <http://www.aahea.org/bulletins/articles/sevenprinciples1987.htm>

Appendices

Appendix A

Course Outlines

Pages 30-80 removed for Web Version.

Appendix B

Students like Blackboard

In general, students respond well to courses that employ Bb. In many cases, they ask for it when courses do not provide any Bb elements. As a distribution tool, Bb can organize and deliver most of your course documents, practices tests, and various multi-media. Access is 24/7 via the Internet, meeting student needs well. Surveys and interviews with students show that they appreciate a course Bb “shell” that is well organized, correctly labelled and easy to use. Integration of the Bb elements with weekly classroom sessions is essential. Done poorly, Bb can confuse your students and degrade their learning experiences.

Benefits of integrating Bb with your teaching practice

- Central contact point for course related communications
- Syllabus & course documents online 24/7
- Submission point for student assignments.
- Tests, quizzes, grade book online
- Online discussions help shy or quiet students to “speak up”
- Organize library of instructor vetted links to other supportive web sites
- Blended online and classroom activities reduce time spent lecturing
- Asynchronous: allowing to flexible schedules

Some strategies for blending classroom & Bb

Most classroom teachers decide not to deliver an entire course via Bb. They often blend some learning activities between classroom meetings and online exchanges. Blended courses are typically characterized as having 25-50% of a course’s activities occurring via Blackboard. Blended learning course are growing in popularity with both teachers and students.

By combining face-to-face classroom time and online learning teachers are able to design activities using Blackboard which allows instructors to post course-related information in a secure environment and also provides a forum for students and the instructor to communicate with each other. Online activities are determined by the instructor and may include group or one-on-one discussions using e-mail, threaded discussion boards, online chat sessions, and other Web-based technologies.

Blended learning strategies support a number of pedagogical approaches including constructivist, behaviourist and cognitive. Ideally, the use of Bb can help in the organization and execution of learning tasks. These include reading, research, writing, sharing, and group-work. The following partial list illustrates various strategies that you can implement:

- Online assessment: move your tests, quizzes and practice tests into the Bb testing engine. Tests are delivered and marked automatically.
- Set up “communities of practice” using Bb’s discussion forums and group work areas for smaller teams. Many instructors break up large classes into small teams and assign learning tasks to the teams. The teams eventually use Bb to report back to the class as a whole about their results.
- Put all your reference materials in Bb
- Place pre-class work online (learning activities students must complete prior to attending face-to-face classroom activities).
- Set up coaching forums to help cover complex or tough subject areas.
- Deliver learning-aids or lab support materials online (e.g. power point shows, handouts)
- Provide access to “experts” via the web.
- Use e-mail effectively with the “send e-mail” tool. Blanket the entire class with general announcement or select specific groups/teams or individuals.
- Create folders for each module; insert resources, practice tests, sample assignments, readings, etc. - Label clearly.

E-LEARNING

E-Learning is a growing approach to course delivery in colleges everywhere. There are many approaches to e-Learning that range from a minimal adjunct approach to a complete online delivery of courses. Within these overall approaches, there are a wide range of teaching and learning strategies.

You will find resources in this section to help you understand what e-Learning is, what tools and strategies it encompasses, as well as links to external web sites with relevant information.

Before moving forward with e-learning, we strongly recommend that you consult an Instructional Designer. They are professionals with expertise in the design and delivery of teaching and learning in the online environment.

Bob Marchessault - Instructional Designer: ext. 1665, email

bmarchessault@georgianc.on.ca

Annique Boelryk - Instructional Designer: aboelryk@georgianc.on.ca

ONLINE DISCUSSIONS

Academic research shows that a moderated online discussion is an effective way to integrate learning with students. Discussion forums are easy to set up in Bb. Their ease of use means that topics can be investigated, discussed and debated in a textual manner. Managing and monitoring student input allows teachers move a subject forward and through guidance to help students reach learning objectives through dialogue. The awarding of marks for engagement in an online discussion is very common.

[Facilitating Online Discussions](#) This is the PowerPoint presentation that is used in our Online Discussions Workshop (Bob Marchessault)

[Eight Ways to Engage Students in Online Conferences \(Discussions\)](#) This is a handout produced by Blackboard that offers some good ideas.

ONLINE GROUP WORK

Teamwork and collaborative learning are important. Teachers can make good use of new tools available in Bb to help students form teams and execute learning tasks / assignments. The tools combine communications, file sharing and task management for students. Teachers can monitor work and receive files for grading.

ONLINE JOURNALS AND BLOGS

Bb now permits teachers to create online journals and blogs for students in their courses. Reporting and written reflection have been used for a long time to help students learn. Now available as electronic tools, online journals allow students to make journal entries over time and allow teachers to read these and comment (however, other students cannot by default see individual journal entries). Blogs are similar to journals, except that the entries can be viewed by the entire class whose members can leave comments.

ONLINE TESTS AND SURVEYS

Bb has a built-in test creation and deployment engine. The tool not only allows teachers to prepare tests, but can grade them and enter the scores in the Bb grade centre. A similar tool allows teachers to create and deploy online surveys. The tool tabulates the results and presents the data in various numeric and visual formats.

ONLINE GRADES AND COMMENTS

Teachers can distribute marks and grades as well as critiques, feedback and comments using the Bb Grade Centre. This tool has been improved and expanded in the latest version of Bb. Input, management, calculation and weighting are all supported.

Assignments can be retrieved in the Grade Centre right in the columns where specific grades are entered.

ONLINE GAMES

The good news is that learning can be enhanced and skills improved through the use of games and simulations. The bad news is that Bb doesn't include any native game engines that a teacher might adapt.

Nonetheless, because Bb inhabits the Web, it is possible to link to online Web-based games and simulations that might work for your course. If the game or simulation will work in a browser, then it will work inside the Bb format. Ideally, you would set Bb to open the link in a new browser window.

To do this, copy the URL of the game or simulation you want to present to your students. In Bb click on the "edit view" link and then click the "add external link" button. In the form, type a name for the game, insert the URL, and provide some instructions regarding your intentions for the game or simulation. For item 3, make sure you tick "open in a new browser window". Tick "track number of views" to record which students go to the game or simulation. "Submit" sets up the link in Bb.

Many teachers will create a discussion forum devoted to the game or simulation. The forum adds depth to the experiences for students and allows for exchanges about how the learning game is related to the course objectives. Typically, no marks are assigned to the learning game itself, but marks often are allocated for discussions related to the learning game experience.

The following links present scholarly publications that examine learning through online games and simulations:

Web-Enabled Simulations:

Exploring the Learning Process explores whether Web-enabled simulations can provide new ways of learning that are fundamentally unlike traditional methods.

<http://www.educause.edu/apps/eq/eqm05/eqm0534.asp>

Engage Me or Enrage Me: Educating Today's Digital Native Learners how games engage students and how educators can employ and benefit from games and the powerful educational principles behind them.

<http://www.educause.edu/ir/library/pdf/ELI0606.pdf>

Unlocking the Potential of Games and Simulations as Learning Environments an overview of how games are being used in higher education as well as why they can be effective learning environments

<http://www.educause.edu/ir/library/powerpoint/NLI0417.pps> (PowerPoint slide show)

Digital Game-Based Learning: It's Not Just the Digital Natives Who Are Restless research explaining why DGBL is engaging and effective, and practical guidance for how (when, with whom, and under what conditions) games can be integrated into the learning process to maximize their learning potential.

<http://www.educause.edu/apps/er/erm06/erm0620.asp>

Games Find Home in the Classroom

<http://news.bbc.co.uk/2/hi/technology/4189411.stm>

WEB QUESTS

Using an inquiry-oriented activity is the premise behind a WebQuest. This game-like activity has learners seeking most or all of the information required from the Web. A well designed WebQuest uses learners' time well by having them focus on doing something with information rather than simply finding it.

WebQuests help to stimulate learners' thinking through analysis, synthesis and evaluation. Bernie Dodge and Tom March created the concept in 1995 at San Diego State University.

You can read their paper

[Some Thoughts About](#)

[WebQuests \(http://edweb.sdsu.edu/courses/edtec596/about_webquests.html\)](http://edweb.sdsu.edu/courses/edtec596/about_webquests.html).

Appendix C

Curriculum Vitae/Resumes of Instructional Design Experts

Pages 88-104 removed for Web Version.

Appendix D

Tip Sheet

Blackboard Quick Reference Guide

Navigation tabs at the top of the page are used to access to the four main pages in Blackboard.

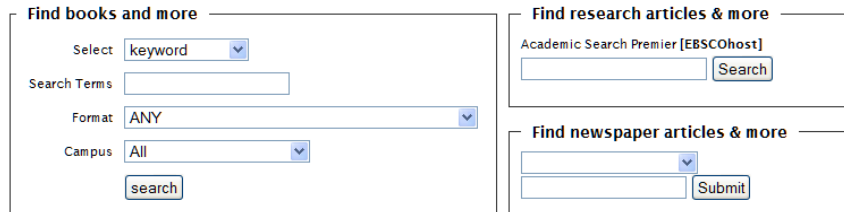


My Georgian provides convenient access to important tools such as **Banner Login** (for registration, academic records and fees), **Quest Password Manager** (for changing your Blackboard/Email/Network password), and **Student Mail** (000000000@student.georgianc.on.ca). The **Library Commons Website** offers a variety of research tools, including Library holdings, research databases, and subject specific research guides.

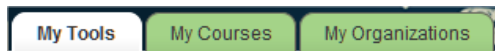
[Online Research Help](#)



“Ask ON” virtual reference service is also available beginning September 2009.



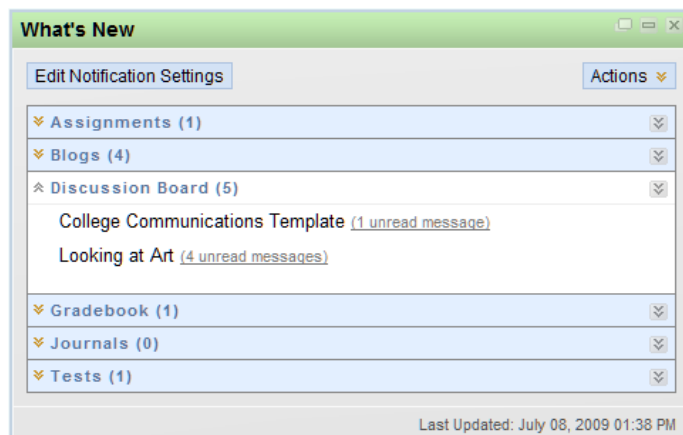
The image shows three search boxes. The first, 'Find books and more', has a 'Select' dropdown set to 'keyword', a 'Search Terms' input field, a 'Format' dropdown set to 'ANY', a 'Campus' dropdown set to 'All', and a 'search' button. The second, 'Find research articles & more', has a text input field and a 'Search' button. The third, 'Find newspaper articles & more', has a dropdown menu, a text input field, and a 'Submit' button.



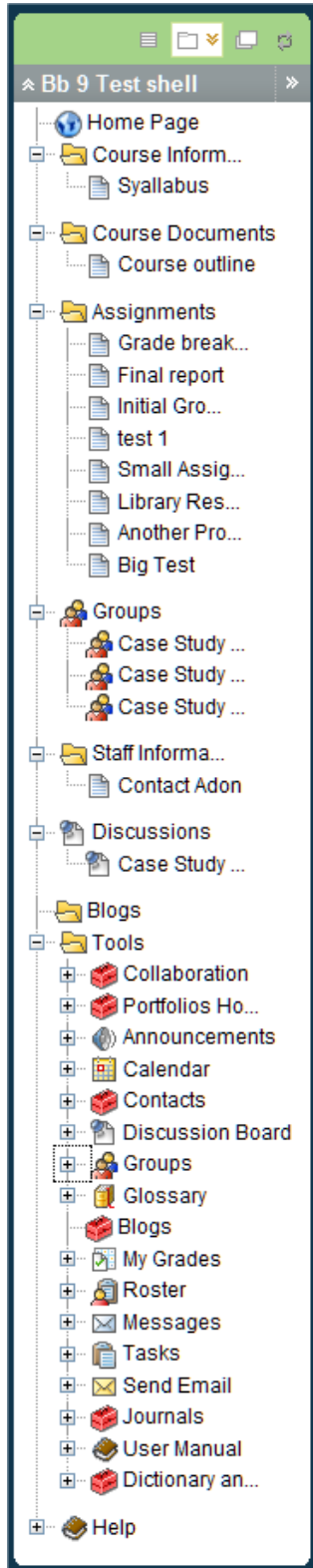
My Tools allows you to create a custom page made up of all the features you find most useful. **My Courses**, **My Grades**, **My Calendar**, and **My Tasks** are just a few of the modules that can be selected using the **Add Module** button.

What's New is designed to notify you about important events in all of your courses.

A dictionary, thesaurus, and Google search bar are some of the other tools you may wish to add to your personal page.



My Courses is the heart of the Blackboard learning system. Once you have selected a course to view from the course list (see the Course Home Page Overview), the body of the page consists of all your Notifications, Tasks, Announcements and Alerts.



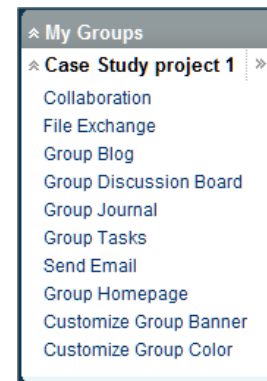
All of the Course Documents, Assignments, Tests, Discussion Boards, Tests, etc. are accessed through the **Left Sidebar Menu**.

Course Information is where you will find the official course Syllabus.

Course Documents will have the course outline, plus any other important information the instructor decides to post.

Assignments is where all online assignments and tests are posted. The old Digital Dropbox has now been incorporated into this area. For detailed instructions on how to submit assignments and take online tests refer to the Electronic Assignment Submission Guide and the Online Test Guide.

Groups are set up by the instructor for project collaboration. Once you have signed up for one of the groups listed on the sidebar another sidebar menu called **My Groups** provides access to the various group features and tools including the Blog, Discussion Board, and Journal (for detailed information on these refer to the Blog and Journal Guide, and the Discussion Board Guide).



Discussion Board topics may be posted by the instructor as part of your regular course work. **Blogs** may also be made available for the same purpose. These are distinct from the Groups features of the same name.

My Grades displays the results of all your assignments and tests.

Messages and **Send Email** are applications that allow you to send text messages (email) but only between course members, instructors and groups.

Appendix E

Online Teacher Competencies

Introduction

This document is a production of the Educational Technology Committee, a subcommittee of CCVPA. Its production represents a new effort on the part of the ETC to leverage the knowledge and experience of its members.

The development of the Online Teacher Competencies initially stemmed from a face-to-face facilitated brainstorming session with the ETC Committee on October 29th 2009. During this session, the ETC Committee created a list of agreed-upon terms and definitions and developed a list of quality characteristics for various configurations of technology-supported teaching/learning formats, and then brainstormed a list of provincial competencies for faculty facilitating technology-supported teaching/learning. After this meeting, a sub-committee was tasked with further developing the Provincial Online Teacher Competencies. Meeting synchronously through the use online tools the sub-committee conducted a literature review of current research in the area of online teacher competencies and worked together to identify common themes that were developed into six main categories of competencies. The sub-committee then composed specific competency statements for each category and identified appropriate performance indicators.

A complete formula for successful learning would see the faculty competencies coupled with effective instructional design. The issues and aspects of instructional design are beyond the scope of this document.

For purposes of this document, a competency may be defined as:

“the knowledge, skill, attitude or ability that enables the online teacher to effectively perform a function to some standard of success” (Ragan, 2009).

This compendium of competencies and accompanying performance indicators represents a comprehensive list of desirable characteristics and behaviors for professional educators teaching online. It is recognized that the overall objective of online teaching is to create, manage, evaluate and modify accordingly, the best possible learning environments for students. While it is expected that the teacher will consider all of the competencies listed in determining an appropriate teaching strategy, not all of the identified performance indicators will be present in every condition. Rather than providing a proscriptive list of requirements, this document is intended to help review and evaluate considerations necessary in developing appropriate online approaches.

It should be noted, that the competencies and performance indicators were developed for faculty teaching in a Post Secondary educational setting. They may change over time in response to new learning modalities that evolve from new trends and technologies.

The competent online teacher demonstrates the following:

<p>Professional Development</p>	<p>Competency</p> <p>1. Remains current with best practices in facilitating online learning</p> <p>Performance Indicators</p> <ul style="list-style-type: none"> • Makes continuous efforts to develop knowledge, skill and currency related to integration of new technologies, resources and evolving learning environments • Seeks opportunities to experiment with new technologies in ongoing development of innovative practices • Seeks ongoing feedback from students and incorporates feedback as part of making course improvements <p>Competency</p> <p>2. Develops technical literacy required for online learning environments</p> <p>Performance Indicators</p> <ul style="list-style-type: none"> • Effectively manages a course management system • Explores new media and analyzes its relevance for supporting the online learning
<p>Engagement & Interaction</p>	<p>Competency</p> <p>3. Incorporates learning activities that encourage active learning, interaction, participation and collaboration in the online environment.</p> <p>Performance Indicators</p> <p>A. Engagement/Interaction with Course Materials</p> <ul style="list-style-type: none"> • Links all activities to the course outcomes • Promotes engagement with course materials/content through logically sequenced units of study. • Invites interaction with course materials through activities that support making connections to prior knowledge and real life situations.

	<ul style="list-style-type: none"> • Provides opportunities for discovery learning and learner co-creation of content and resources • Provides opportunities during and at the end of a unit of study for learners to summarize and reflect on their learning • Where applicable, provides for application of learning to a real world context • Offers a variety of ways to interact with content through text, audio, video, images, simulations, animations, kinesthetic activities etc. <p>B. Engagement /Interaction with Other Learners</p> <ul style="list-style-type: none"> • Where appropriate, creates opportunities for cooperative/collaborative activities through, for example, a discussion forum, or blog, or wiki tool or other types of social media. • Where appropriate, encourages peer support by, for example, setting up a buddy-system and encouraging formation of study groups • Clarifies expectations for student behavior online including Discussion groups <p>C. Engagement /Interaction with the Teacher</p> <ul style="list-style-type: none"> • Posts clear messages in straightforward, standard language • Establishes a variety of ways to meet with learners online (e.g., discussion forum, live chat, email, videoconference, telephone). • Sets clear expectations for teacher-learner communication. • Provides information to students regarding teacher availability and response time (e.g. within 48 hours on business days) • Facilitates online discussions effectively • Creates activities that incorporate the student experience <p>Competency</p> <p>4. Establishes a social presence online</p> <p>Performance Indicators</p> <ul style="list-style-type: none"> • Introduces self and responds to student introductions • Creates a social presence in activities using a variety of strategies and tools (e.g., text, audio, and video, e-mail, discussions, announcements, social media, mobile devices etc.)
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	<p>e.g. Posts at least once per discussion topic, where appropriate</p> <ul style="list-style-type: none"> • Accesses the course on a frequent basis (every 1-2days) • Communicates with students on a regular basis • Recognizes students social needs online and responds appropriately in an a positive, encouraging manner • Posts meaningful questions or ideas to encourage critical thinking where discussion begins to wane <p>Competency</p> <p>5. Fosters the development of a learning community</p> <p>Performance Indicators</p> <ul style="list-style-type: none"> • Encourages student introductions as a means of fostering a learning community • Creates an inclusive environment that is respectful of diversity • Assists students with collaborative participation in groups • Encourages student to student contact and exchange • Promotes an environment that fosters a sense of mutual enquiry • Facilitates discussions effectively
<p>Assessment</p>	<p>Competency</p> <p>6. Assesses learning using a variety of tools and strategies that are aligned with the course outcomes</p> <p>Performance Indicators</p> <ul style="list-style-type: none"> • Provides clear instructions for assignments, grading policy and submission process • Provides variety and choice in assignments in recognition of diverse ways of learning and cultural expression • Provides rubrics for assessment activities • Provides timely feedback to students on assignments and assessments • Where applicable, develops authentic assessments that relate to real world experiences • Monitors student progress in the course through tracking, DG postings, assignment submission etc. • Uses appropriate tools for student's self-assessment • Seeks ongoing feedback from students regarding course experience, and makes adjustments where appropriate

<p>Learner Support</p>	<p>Competency</p> <p>7. Uses college resources and designs course activities to support learners throughout their learning experiences, including identifying and managing learners at risk.</p> <p>Performance Indicators</p> <ul style="list-style-type: none"> • Provides an inclusive accessible learning environment that respects and supports cultural diversity, diverse learning needs and styles • Compensates for lack of visual and auditory cues • Uses orientation and learning strategies that reflect requirements of online learning environments • Provides detailed orientation to course features, course requirements, course navigation etc. • Provides extra time for orientation and adjustment to the online environment; avoids graded assignments for the first few weeks of the course • Provides opportunity for students to master technologies needed for course participation • Meets accessibility requirements for course tools and media • Refers students to support resources within the college system e.g. provides instructions related to accessing electronic databases • Encourages learners to think about their own thinking • Provides clear direction related to technical support • Describes methods for accessing academic resources such as electronic databases • Describes methods for accessing student support services.
<p>Resources & Materials</p>	<p>Competency</p> <p>8. Uses learning materials that are appropriate for the curriculum, the students, and principles of effective online instruction</p> <p>Performance Indicators</p> <ul style="list-style-type: none"> • Updates online course materials as required e.g. Ensures that links work, course materials are current • Continues to seek out new strategies and resources as changing needs of students occurs • Makes meaningful use of multi- • Presents course materials in a consistent and organized

	<p>manner taking into account the level of the learner</p> <ul style="list-style-type: none"> • Ensures copyright permission has been obtained when using resource materials • Annotates resource links • Appropriately cites resource material used in course • Where applicable, includes the use of scholarly electronic resources
<p>Course Management</p>	<p>Competency</p> <p>9. Manages online student activities and has a clear ability to make effective, educational uses of course management tools.</p> <p>Performance Indicators</p> <ul style="list-style-type: none"> • Demonstrates competent use of technology and software required for the course experience • Manages time to enable prompt responses and feedback to students

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Appendix F

Resources for Instructional Design

Instructional Design

Instructional Design is a process that informs and guides the development of a lesson, activity or course. The CTL employs two qualified instructional designers who support teachers and programs from all campuses. The links below provide access to the basic and most important aspects of the instructional design process:

- how to, plan, construct, analyze, evaluate and manage the instructional process effectively so that it will ensure competent performance from students,
- how to identify problems, discover learner characteristics, define objectives, develop methods and evaluate students and objectives used to instruct them, and
- select applicable resources in an appropriate medium, to support learning activities.

CTL WORKSHOP RESOURCES

[Visual Overviews for Planning and Facilitating Online Courses](#) (Developed by Annique Boelryk)

This is a pdf file of diagrams designed to facilitate discussions about instructional design for online course development.

[Online Course Development: A Process Outline](#) (Developed by Annique Boelryk and Bob Marchessault)

This pdf file outlines recommended elements for the selection and development of an online course. It discusses criteria for selecting courses, recommends design outcomes, and describes faculty competencies that are needed for success in both the development and delivery of an online course.

[Review Guide for Online Courses](#) (Developed by Annique Boelryk and Jason Hunter)

This comprehensive course review guide outlines objectives and indicators for seven aspects of an online course including: (1) course organization, (2) learner support, (3) instructional design, (4) information design, (5) feedback and assessment, (6) communication and interaction, and (7) resources.

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BOOKS AVAILABLE IN THE CENTRE FOR TEACHING AND LEARNING

Kemp, J, Morrison, G, & Ross, S (1994). *Designing effective instruction*. Toronto: Maxwell Macmillan Canada.

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Burdman, Jessica (1999). *Collaborative web development: Strategies and best practices for web teams*. Reading, MA: Addison - Wesley

Boettcher, J, & Conrad, R (2004). *Faculty guide for moving teaching and learning to the web*. Phoenix, AZ: League for Innovation in the Community College.

Collison, G, Elbaum, B, Haavind, S, & Tinker, R (2000). *Facilitating online learning: Effective strategies for moderators*. Madison, WI: Atwood Publishing.

EXTERNAL WEB RESOURCES

The Instructional Design Process. **Hari Srinivas. St. Edwards University: Center for Teaching Excellence.** Retrieved February 2010 from <http://www.gdrc.org/info-design/instruct/instruct.html>

Instructional Design Models. **Martin Ryder. University of Colorado.** Retrieved February 2010 from http://carbon.cudenver.edu/~mryder/itc_data/idmodels.html

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October 6, 2010.

Appendix G

Online Course Review

Online Course Review Document (Version 1.0 – January 2005)

**Prepared by Jason Hunter and Annique Boelryk
Instructional Designers
Centre for Teaching and Learning: Georgian College**

Reference resources include the following:

Iannacone, P., Silverman, G., Silverman, S. et. al. (2002). Standards for online learning. New York Institute of Technology.

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University of South Australia. (2003). Peer review of an online course checklist. Retrieved January 5, 2005 from <http://www.unisanet.unisa.edu.au/Resources/online-eval/Evaltool.htm>

1. Course Organization

Objectives

Effective course organization will enable learners to...

1. Grasp the course structure intuitively and perceive the overall framework as meaningful
2. Navigate through the course easily and find current, complete, and concise course content
3. Process course content in manageable chunks
4. Evaluate the course and gain a positive first impression that creates interest
5. Experience initial success given the appropriate effort

Indicators

A. Overall Structure

- Content is logically organized using a folder structure that makes sense for the course (i.e. Module-based? Unit-based? Weekly-based? Chapter/Lesson-based)
- Naming conventions and file structures are consistent throughout the course
- Navigational flow is intuitive for users and clearly indicates where learners are and where they need to go next (sandwich approach)
- Objectives for each learning unit are concise, meaningful, and linked to assessment
- Timelines and due dates are clearly communicated in a way that is easy to process visually
- All course elements are accessible within less than 3 clicks
- All buttons in the navigation panel contain appropriate information
- Look and feel of the course is customized (i.e. banner, buttons) and creates interest

B. Course Information

- Official college course outline is current and accessible
- Course outline meets all the standards identified in the curriculum handbook
- Policies and procedures related to course are clearly articulated (assignment submission, academic dishonesty, etc.)
- Staff information includes contact info for faculty and possibly a photo and some personal information

C. Course Syllabus

- Communicates course outcomes in a way that makes them relevant for learners
- Presents course schedule and general explanation of course organization in a clear and visually appealing way
- Describes required and recommended instructional resources as well as any additional expectations for learning (i.e. field trips)
- Includes a detailed evaluation plan that aligns with course outcomes, meets the standards of the curriculum handbook, and reflects a reasonable workload
- Outlines expectations for successful participation (i.e. Tips for Success)

2. Learner Support

Objectives:

Effective learner support will enable learners to...

1. Receive a positive and productive introduction to online learning – how it works, expectations, online tools
2. Stimulate positive interaction among all members of the learning community (teachers and students)
3. Become aware of the support services available to them

Indicators:

A. Announcements

- Includes a welcome message
- Clearly explains how students should proceed and what the expectations are
- Reminds students to check announcements regularly

B. Orientation

- Directs students to a "To Do" list
- Provides learners with
 - Information on getting organized for the course
 - Information on getting oriented to Blackboard
 - Information on the technical requirements and skill requirements for the course
 - Links to tutorials and/or tip sheets for basic Blackboard skills
 - Information on accessing introductory documents such as the outline and syllabus
- Has students introducing themselves to each other in a way that is relevant to the course
- Introduces students to the instructor (i.e. photo, bio, interest in course, etc.)
- Communicates the requirements for success in the course (i.e. Tips for Success)
- Provides learners with an opportunity to assess whether the course is appropriate for them (i.e. Online Learning Self-Assessment)
- Provides answers to common questions (i.e. FAQ page)
- Allows students adequate time to complete orientation activities
- Makes students aware of expectations and protocols regarding etiquette, communication, etc.

C. Support Resources

- Communicates how, when, and where students can get support related to course content
 - Office hours and process for meeting face to face
 - E-mail of instructor and parameters for e-mail receipt and response
 - Procedures in case of network failures
- Outlines college support services for students related to required skills
 - Write-On, Click-On
 - Computer Services, Blackboard Student Support
- Provides links to other relevant college services and resources
 - Registration, Bookstore, Library
 - Student Services – Counseling, Career Services
 - College Policies – IT, Academic Honesty,

3. Instructional Design

Objectives:

Effective instructional design will enable learners to...

1. Learn based on proven principles for online learning.
2. Participate in learning units that are structured for success, provided the student has the appropriate pre-requisite skills and puts in the required effort.
3. Engage in learning that goes beyond content and information acquisition.

Indicators:

A. Instructional Unit Design

- Units contain clear instructional objectives that are measurable and linked to assessment
- Units are organized using a consistent pattern that is clear and logical
- Units contain an appropriate balance of information, learning activities, and assessments
- All elements are clearly linked to the objectives and course outcomes
- Units include visual organizers (i.e. charts, diagrams) and graphic highlighting (i.e. lists, bolding, underline) to clearly communicate the following:
 - a. Where learners are in the course
 - b. What came before and what comes next (sandwich approach)
 - c. Required readings, learning tasks, etc.
 - d. Timelines and due dates
- Online resources and tools are used as an integral part of the instructional process
- All resources are current and accessible to learners
- Units build on one other and lead students to achieving the outcomes of the course
- Instruction promotes interaction on several levels - student/content, student/student, student/faculty, and student/discipline (i.e. websites, experts, videos)

B. Learning Activities and Assignments

- Promotes active learning using a variety of strategies
 - problem-solving activities
 - knowledge building and knowledge sharing activities
 - case studies
 - reflective activities
 - collaborative activities
- Explanations, directions, expectations, and assessment criteria for all learning activities and assignments are clearly communicated (i.e. self checks, rubrics, step by step instructions, worksheets, etc.)
- Learning activities reflect pedagogical principles and theories such as the following:
 - Constructivism
 - Promotion of Essential Skills including higher level thinking
 - Relevance
- Activities and assignments promote knowledge building through the sharing of information, resources, and relevant experiences.
- Students have some options and flexibility in learning activities where appropriate
- Submission processes for all assignments and learning tasks are clearly outlined and easy to follow. They are outlined in several places with no contradictory information.

4. Information Design

Objectives:

Effective information design will enable learners to...

1. Process online information without experiencing a continuous “wall of words” or undue hardship
2. Recognize visually the hierarchical structure and key elements of the course
3. Interact with course information at a variety of levels in the cognitive, affective, and psychomotor domains

Indicators:

A. Content and Writing

- Information is chunked into manageable and easy to read segments
- Accessing content does not require excessive scrolling or clicking
- Information is as concise as possible with all extraneous phrases and words eliminated
- All text information leads students to a learning activity, in a learning activity, or in the follow-up of a learning activity
- All written text is grammatically sound and free of errors
- Online content adds to the textbook information in a meaningful way
- Information is selected, organized, and presented to minimize information overload for the average student
- Bullets and lists are used to condense information and improve visual impact. Information in lists or bullets adheres to a parallel structure
- All information is current and correct including all hyperlinks
- Course content is easy to print
- Course content can be viewed effectively online in a variety of resolutions
- Course content can be easily read using a text reader (not currently possible with Blackboard)

B. Fonts and Presentation

- Fonts and headings are used in a consistent way throughout the course and clearly delineate organizational hierarchies for information (i.e. headings and subheadings).
- Text contrasts with background and is easy to read (i.e. sans serif) both online and in printed format
- Text colour selections take colour-blindness into account
- Information is enhanced with visual and auditory resources as much as possible. This could include:
 - Graphics and images that support but do not distract from the learning
 - Visual organizers
 - Audio
 - Video clips

C. Interaction with Content

- Interaction with the content of the course is facilitated using a variety of tools and methods. This could include:
 - Low-level questions (i.e. T/F, multiple choice, ordering, matching; open-ended questions)
 - Checklists
 - Surveys
 - Reflective questions
 - Worksheets and other graphic organizers (i.e. mind maps, charts, flowcharts, timelines)
 - Short writing tasks

5. Feedback, Assessment, and Evaluation

Objectives:

Effective feedback, assessment, and evaluation will enable learners to...

1. Engage in multiple and varied opportunities to practice and demonstrate skills related to course outcomes
2. Receive clear and explicit communication regarding performance criteria and understand how they might improve
3. Use specific criteria constructively to engage in self-assessment and peer assessment

Indicators:

A. Feedback

- The feedback loop gives students regular information regarding their performance and on what is needed to improve performance
- All feedback is positive and constructive
- The online grade book is set up in a logical, easy to follow way that provides students with clear feedback regarding their marks

B. Assessment for Learning (Formative)

- Assessment opportunities occur on a regular basis and are clearly linked to objectives
- Assessments for learning are relatively low stakes with clear feedback on performance
- Assessments offer several opportunities to practice skills identified in the course outcomes
- Performance criteria are explicit and clearly communicated
- Students receive assessment results in a timely manner
- A variety of assessment tools and methods are used
 - Surveys
 - Quizzes
 - Short writing tasks
 - Self-assessments
 - Mini-assignments and/or process assignments
- Processes for completing and submitting assessments are clear

C. Evaluations of Learning (Summative)

- Evaluations are clearly linked to course outcomes
- Skills and knowledge required for successful performance have been taught or scaffolding (support) resources have been made available to students (i.e. tip sheets, exemplars, online resources)
- Evaluations are designed to promote academic integrity
- Performance criteria for evaluations are explicit, measurable, and meaningful to learners (i.e. rubrics, marking sheets)
- Evaluations are meaningful, relevant, and appropriate for college students
- Evaluations offer students options and flexibility so they can focus on areas of interest
- Evaluations maximize the use of online resources and tools
- A variety of evaluation methods are used throughout the course
 - Tests and exams
 - Case studies
 - Projects
 - Writing Tasks
 - Presentations
 - Other
- Results of evaluations are communicated to students in a clear and timely manner

6. Communication and Interaction

Objectives:

Effective communication and interaction will enable learners to...

1. Participate in a positive, constructive learning community
2. Feel connected to the teacher, the institution, and other students in the course
3. Overcome some of the challenges and barriers related to online learning

Indicators:

A. Instructor Communication

- Announcements are posted regularly for purposes such as the following:
 - Welcome learners to the course
 - Focus on where they are suppose to be and where they are going next
 - Clarify instructions, expectations, issues that arise
 - Remind learners of upcoming deadlines
 - Summarize key points or information
 - Provide advice or “tips for success”
 - Correct errors in course content
 - Advise students of technical issues
- Instructor communication during the first quarter of the course gets the majority of students on track and comfortably participating in the online learning community. This includes
 - Individual e-mails as well as announcements
 - Monitoring of individual students performance
 - Follow-up with students who are not participating regularly
- Instructor communication moves students towards independence and interdependence
 - Encourage students to post questions in a General Discussion
 - Encourage students to help each other
- Instructor participation in discussions effectively supports and promotes learning. This includes
 - keeping the dialogue on track
 - moving the dialogue forward
 - leading learners to higher levels of thinking
- Instructor sets and adheres to reasonable parameters for responding to and supporting learners (turnaround time, virtual office hours, on-campus support, etc.)
- Instructor has communicated expectations and guidelines of interactions in the course and enforces these in a positive constructive way, especially at the beginning of the course.
- Discussion questions are clearly worded, open-ended, and promote the integration of course content and personal input
- Discussions are structured to achieve specific, meaningful learning objectives and promote a high level of interaction among students

B. Student Interaction

- Peer to peer interaction is positive and constructive
- Students regularly contribute knowledge or information that adds to everyone’s understanding of the subject
- Students have to opportunity to communicate on an informal level in a “Course Café” type discussion
- Students are able to provide their feedback on the course and its various elements in a positive and constructive way

7. Resources

Objectives:

Effective resources will enable learners to...

1. Access a variety of online resources related to the discipline – websites, academic journals, professional organizations, etc.
2. Use multi-media materials to enhance their learning – graphics, video, audio
3. Recognize and follow appropriate guidelines for the legal and ethical use of resources

Indicators:

A. Online Resources

- Selected resources are academically appropriate and linked to learning objectives
- Resources are delivered to students in a format that is as stable as possible
- Resources are high quality and expose learners to a wide variety of sources related to the discipline
- Resources are organized in a logical way that is accessible to learners

B. Multi-Media Resources

- Resources are designed to enhance and support learning goals (i.e. support diverse learning styles, present complex concepts in a visual manner)
- Resources are optimized for web delivery
- Where possible, text is supported with audio files
- Where possible, text is supported with meaningful images

C. Legal and Ethical Use

- All resources adhere to both ethical and legal guidelines for use
- Ethical and legal expectations for student work are clearly stated

Observations and Suggestions

Course Name:

Instructor:

Date:

1. Course Organization

Observations:

Suggestions/Recommendations:

2. Learner Support

Observations:

Suggestions/Recommendations:

3. Instructional Design

Observations:

Suggestions/Recommendations:

4. Information Design

Observations:

Suggestions/Recommendations:

5. Feedback, Assessment, and Evaluation

Observations:

Suggestions/Recommendations:

6. Communication and Interaction

Observations:
Suggestions/Recommendations:

7. Resources

Observations:
Suggestions/Recommendations:

Appendix H

Professional Development Workshops Available through the Georgian College Centre for Teaching and Learning (CTL)

1 on 1 Consults

Meet with our CTL staff to discuss particular issues related to Teaching and Learning. Please contact the person you would like to meet with upfront so that a topic can be discussed and prepared for.

About OntarioLearn

This session will provide an overview of current Georgian Ontario Learn course offerings. An overview of how equivalencies are established will be provided. Information about the role of Ontario Learn at Georgian College and a general overview of the process for students will be shared.

Academic Development Program

This program is offered to all faculty hired into a Full Time Faculty Position. Faculty are given a teaching download to allow them time to participate in this program. The program connects faculty with the College community, engages participants in dialogue and reflection on teaching practices, college-wide processes, professional development and links faculty with the available college services and supports.

Active Learning Strategies*

Research shows that active learning contributes to improvements in student engagement and in learning. Given the nature of today's learners and of the learning environment with its many competing demands for attention, it is becoming more and more necessary to structure learning activities to promote interaction with information/content and with each other. Active learning strategies are instructional structures that can be used in a variety of content areas to create interest and engagement as well as help students develop important learning skills. This session will allow participants to experience several active learning approaches.

Applying Motivation Theories to Student Learning*

Although motivation is an incredibly complex dimension of learning, theories exist that can help us better understand motivation as it applies to learning. In this workshop, we will examine how such theories can provide insight into student behaviour and offer ideas for instruction. Theories that will be examined include Maslow's hierarchy of needs, achievement/goal orientation, self-efficacy, attribution theory, and expectancy theory.

Avoiding Plagiarism*

Theory and practical advice on preventing plagiarism via assignment design and Turnitin.com

Banner for Faculty: Entering Grades

Beyond Excel 2007 Basics

The contact person for registration is Tara Ross at ext. 1321 or tross2@georgianc.on.ca. Space is limited. This two-hour Beyond Excel 2007 Basics training session will show participants options for entering, formatting and viewing data, popular functions and absolute references in formulas, and Status bar preferences. Course Topics: • Entering Data using Column Entry Lists • Creating Custom Lists • Formatting with Cell Styles • Applying Conditional Formatting • Working with AVERAGE, MIN and MAX functions • Entering Absolute References • Using AutoCalculate • Managing Page Breaks • Freezing Panes • Splitting Windows • Hiding Data • Customizing the Status Bar

Blackboard 9 Orientation

Blackboard 9 Overview

Blackboard for New Users

If you are a new user to Blackboard, this orientation will be for you. No Experience required.

Blackboard Grade Centre

This session will help you set-up and prepare the Bb 9 grade centre for your courses. We will be in a lab, and will have the opportunity to learn how the grade centre works and how to configure it for your particular courses.

Blackboard Workshop

Blackboard: Blogs for your students*

Blackboard now permits teachers to set up blogs within their course shell for their students. Blogs can be an excellent learning tool. These can be made into assignments and graded in the grade center. Blogs are readable by all members of a class, (but not the Internet as a whole). Blogs allow comments from readers. Learn

about how you can use blogs as assignments in your course.

Blackboard: Teaching with Journals*

Blackboard 9 Journals is a powerful new tool that permits teachers to assign journal writing exercises to their students. Journals are private and only the teacher may read them and leave guiding comments. Journals can be graded and linked to the grade center. Learn more about Bb Journals in this session.

Blogs, Wikis and Journals: Online Assignment Tools*

Attend this session to discover how your assignments can harness the power of blogs, wikis and journals. These new online tools support collaborative group work as well as individual learning. They focus on communicating using the web as the medium. By the end of the session you should have a clear idea on how each tool is unique and how (and whether) you may introduce them to your course assignments.

Classroom Response System (clickers overview)

Have you ever wanted to poll your students to see if they understood some key lesson points? Or, have an interactive review session? Each student can have a hand-held clicker device, and through the existing college computer systems, you ask multiple choice questions .. and see results by student or collectively as a class.

Clickers, Tablets, and more

This session will provide an overview of the instructional technology devices that are available for use at Georgian. We will take a look at clickers, interactive tablets, and visualizers.

Collaborative Learning*

Learning through group effort is an essential skill. Developing tasks and assignments that support learning is discussed in this workshop. Participants will review the elements of collaborative learning in order to determine methods of encouraging collaboration in the classroom.

Coordinators Forum

These sessions have been specifically designed for Program Coordinators based on expressed need areas. Various coordinator functions and activities will be addressed, facilitating discussion amongst Coordinators to assist in better understanding and implementing the coordinator role. College supports and services will be consulted to provide information as required.

Copyright: in the Classroom, on Blackboard and in the Library

Can I show a feature film in the classroom? Can I link my Blackboard site to a copyrighted website, copyrighted images? Attend this session to better understand copyright law and its impact on curriculum revision, course packs and how we use copyrighted material in our teaching and learning strategies.

Course Tune-up*

Check alignments and levels for one of your first year courses.

Creating a Positive Learning Environment*

This session addresses the multitude of factors that contribute to a positive learning environment. Establishing trust, managing the learning process, and creating a comfortable learning climate are all important aspects of this goal.

Creating Effective Multiple Choice Questions*

Designing multiple choice questions (MCQ's) that effectively measure desired learning can be very challenging and time consuming. In this hands on workshop, participants will explore the strengths and limitations of MCQ's and use a list of criteria to evaluate, improve, and construct effective questions.

Creating Multimedia for Your Blackboard Course Shell

Students learn best when a variety of media are used to illustrate information, ideas and concepts. This session presents tools that allow you to record and deliver your voice, slides, screen captures and video clips. (Including: MP3s, digital images, Jing, viewlets) By the end of the session you will be able to decide which tools and techniques can be applied to your courses given your time and resources.

Curriculum Development Process*

Data Management in Excel 2007

The contact person for registration is Tara Ross at ext. 1321 or tross2@georgianc.on.ca. Space is limited. This two-hour Data Management in Excel 2007 training session will help participants to create and manage data tables, sort and filter data, use data forms, work with subtotals, use LOOKUP functions and handle external data from text files. Course Topics: • Defining Excel Tables • Converting Tables to Ranges • Managing Data with a Data Form • Performing Basic and Complex Sorting • Filtering in Place • Setting up Advanced Filters • Subtotaling Data • Working with the LOOKUP functions • Handling Data from Text Files (*.csv)

Degree Level Expectations & Evaluation

This interactive workshop will invite faculty members to review the learning expectations for degree studies as established by PEQAB and now being advanced in Ontario Universities to distinguish college, 3-year and 4-year degrees. Fancy up as this session will be filmed and turned into a "take-away" for further workshops and our ongoing discussions.

Degree Level Outcomes Workshop

Please pass this workshop information on to any faculty teaching in or interested in teaching in degree studies. This workshop has been offered twice before, so some of your faculty members may have already attended.

Degree Training (PEQAB / VPA)

This session will review degree expectations for professors according to both PEQAB and the University VPA group.

Designing and Deploying Automated Tests in Blackboard

Design, deliver and manage your tests in Blackboard with much greater flexibility and efficiency using Respondus 2.0. This College-wide licensed tool will help you to improve your Bb based tests & quizzes. Learn how you can author your tests in MS Word and use Respondus to upload, manage and modify your tests.

Designing Assignments*

Assignments should respond to an objective and help learners build knowledge and skills. In this session you will be exposed to a number of resources and strategies for designing or evaluating assignments, as well as taking some time to examine tools in Blackboard that can be used to manage assignments. Please note that the focus in this session is on the design aspects of assignments, rather than the technical aspects.

Designing Course Activities that Meet Course Objectives*

Course objectives clearly describe what a student will be able to do if they succeed. Designing learning activities that help them meet the objectives requires instructors to develop tasks whose criteria provide a path to mastery. Explore this problem in depth at the workshop.

Designing Effective Tests*

Although there are many different methods for assessing student learning, tests and exams continue to be a common evaluation tool in higher education. When well designed, tests and exams can serve several important functions. They can (a) provide efficient feedback on student learning at a certain level; (b) focus student effort; and (c)

provide faculty with feedback on their instruction. In this session, we will discuss various design elements for effective tests and exams.

Designing for Problem-Based Learning*

Designing Group Assignments for Bb9

You can use the new features in Bb9 to set up group learning environments. Teamwork is an essential component in many courses. Bb9 provides your student teams with tools to complete group tasks. It also provides you with ways to monitor progress, receive assignments, grade them and provide feedback. Learn more at this demo session.

Designing Rubrics for Assessment*

Rubrics are one of many assessment tools. If well constructed, they effectively communicate explicit assessment criteria; focus instructional efforts, and offer a tool for both self and peer assessment. In this workshop, participants will examine sample rubrics and engage in a process to design one.

Designing Significant Learning Experiences*

This session will provide an overview of Dee Fink's model of 'creating significant learning experiences'. His approach considers learning not as the acquisition of information but rather an emphasis is placed on what is learned and its personal significance to the learner. The session will provide opportunity to dialogue about teaching and learning pedagogy underlying our teaching practices.

Developing a Blog Assignment*

Blogging is a form of online journaling. Learn how assignments based on blogs work and encourage reflection in your students.

Developing Cultural Competence*

The concept of Cultural Competence has been described as including respect for diversity, and having the awareness, knowledge and skills to enact this effectively in cross-cultural situations. As the post-secondary classroom becomes increasingly complex, there is a need to increase both our understanding of this diversity and our skills for teaching in such environments. In this session, we will begin an exploration of the cultural competence continuum. We will discuss the various skills and types of understanding that contribute to valuing "cultural competence" and ultimately to a more inclusive learning environment.

Developing Learning Portfolio Assignments*

How can you determine what your students are learning? Ask them to build a portfolio is one answer. Learn how portfolios work and how they can address a the need for long assignments.

Digital Cameras: Making Images That Explain Things

Bring your digital camera to this workshop. You will have the opportunity to make images that help learners understand ideas / information. Using drawing tools in PowerPoint, you will discover how to "mark up" a photo to enhance its ability to communicate.

Discover Learning Objects

Learning objects were the subject of a recent sabbatical that Bob Marchessault enjoyed. Attend this workshop to learn about what he discovered. Just what are learning objects, how they work, who makes them, why they can be shared and how they can integrate into Blackboard.

Drop-In Support (Blackboard)

Drop-In Support (PowerPoint)

Drop-In Support (Teaching)

Electronic Delivery of Course Material

Making course materials available via Blackboard requires that you consider how students experience this kind of delivery. This session reviews the various methods of acquiring and uploading e-Learning materials.

Energizers and Active Reviews*

Need some strategies to boost student involvement at the start of class, or following a break? Looking for different ways of providing meaningful reviews that the student can be involved in? This workshop will provide opportunities to experience a variety of energizing activities and share strategies to engage students with content reviews.

ERIC Database

Many educators extensively rely on Eric (Education Resources Information Centre) to access journal articles, books, research syntheses, conference papers, technical reports, policy papers, and other education-related materials. This session will provide an overview of how to effectively use this database to expand your knowledge of

teaching and learning.

Facilitating Learning of Critical Thinking Skills*

Prerequisites: Faculty registering for this series must have completed prior learning on the basics of lesson planning, post-secondary assessment, and assignment design. Sessions offered through the Centre for Teaching and Learning on these topics or their equivalent is acceptable. Essential skills (generic skills, employability skills) are key areas of learning that need to be learned along with subject-specific content. They include: Communication Skills, Information Literacy Skills, Thinking Skills, Interpersonal Skills, Numeracy Skills, and Technology Skills. Integrating essential skills with course content creates a richer, more meaningful learning experience for students and better prepares them to * meet the demands of today's workplace and * live as members of a global community In this workshop, we will explore and use teaching strategies, assessment tools, and scaffolding resources compiled and developed by the Centre for Teaching and Learning, which can be used to support the development of critical thinking across disciplines.

Facilitating Learning of Information Literacy for Course Assignments*

Prerequisites: Faculty registering for this series must have completed prior learning on the basics of lesson planning, post-secondary assessment, and assignment design. Sessions offered through the Centre for Teaching and Learning on these topics or their equivalent is acceptable. Information Literacy skills include: locating, evaluating, and applying information. These skills are essential for success with post-secondary assignments and need to be supported and developed during the college years. This session will help faculty better understand information literacy concepts and increase awareness of library resources that support faculty and students in this aspect of learning.

Facilitating Learning of Integrating Learning Strategies*

Prerequisites: Faculty registering for this series must have completed prior learning on the basics of lesson planning, post-secondary assessment, and assignment design. Sessions offered through the Centre for Teaching and Learning on these topics or their equivalent is acceptable. Teaching course content to an academically diverse group of students is never an easy task. One of the reasons for this challenge is that many students have not, for whatever reason, acquired effective learning strategies. Learning and study strategies include approaches to managing the learning process, understanding and using information, completing learning tasks, and evaluating learning. This session examines learning strategies that are commonly suggested by learning strategies and that can be easily integrated into your teaching.

Facilitating Learning of Team Work*

Prerequisites: Faculty registering for this series must have completed prior learning on

the basics of lesson planning, post-secondary assessment, and assignment design. Sessions offered through the Centre for Teaching and Learning on these topics or their equivalent is acceptable. Learning through group effort is an essential skill. Developing tasks and assignments that support learning is discussed in this workshop. Participants will review the elements of collaborative learning in order to determine methods of encouraging collaboration in the classroom.

Faculty Learning Community

Faculty Learning Communities are cross-disciplinary groups of faculty engaged in ongoing dialogue around a common teaching interest. A book forms the basis of these discussions and communities meet several times throughout a given semester (every 2-3 weeks depending on the group). Through participation in a learning community, faculty have the opportunity to: meet with the same group of people over a semester around a common teaching interest, engage in conversation and sharing with faculty from other program areas, cultivate a sense of community based on discussions of teaching practice.

Faculty Learning Community A

Faculty Learning Communities are cross-disciplinary groups of faculty engaged in ongoing dialogue around a common teaching interest. A book forms the basis of these discussions and communities meet several times throughout a given semester (every 2-3 weeks depending on the group). Through participation in a learning community, faculty have the opportunity to: meet with the same group of people over a semester around a common teaching interest, engage in conversation and sharing with faculty from other program areas, cultivate a sense of community based on discussions of teaching practice.

Faculty Learning Community B

Faculty Learning Communities are cross-disciplinary groups of faculty engaged in ongoing dialogue around a common teaching interest. A book forms the basis of these discussions and communities meet several times throughout a given semester (every 2-3 weeks depending on the group). Through participation in a learning community, faculty have the opportunity to: meet with the same group of people over a semester around a common teaching interest, engage in conversation and sharing with faculty from other program areas, cultivate a sense of community based on discussions of teaching practice.

Faculty Learning Community C

Faculty Learning Communities are cross-disciplinary groups of faculty engaged in ongoing dialogue around a common teaching interest. A book forms the basis of these discussions and communities meet several times throughout a given semester (every 2-3 weeks depending on the group). Through participation in a learning community,

faculty have the opportunity to: meet with the same group of people over a semester around a common teaching interest, engage in conversation and sharing with faculty from other program areas, cultivate a sense of community based on discussions of teaching practice.

Flexible Learning Space Idea Exchange

The goal of this event is to promote the exchange of teaching ideas and strategies among teachers who are teaching (or have taught) in one of the Flexible Learning Classrooms (MMF). Each participant is asked to contribute one strategy, activity, assessment idea, idea for organizing or managing groups, etc. that he/she found was effective in facilitating learning when teaching in this classroom. The metaphor for this is a GIFT (Great Ideas for Teaching) exchange. The file at the link below can act as a document to type your idea on, or as a title sheet to go with a handout that you used :: <http://staff.georgianc.on.ca/ctl/docs/Gifts.doc>

Focus on Teaching Conference

Each Spring, the Centre for Teaching and Learning has offered an Annual Focus on Teaching Conference. The conference is a Professional Development day for faculty to learn, collaborate, share and enjoy together. See the calendar for details about this year's theme and event!

Foundations of Assessment*

Learning is integrally linked to assessment. In this session, we will look at how both formative and summative assessment fit into the overall instructional process and how teachers can design meaningful assessment tasks and feedback tools.

Giving Student Feedback

Feedback is an integral part of the learning process. Offering feedback wisely can assist the student toward further learning from an assignment, experience, learning opportunity. This session will address aspects to consider for offering effective feedback.

Graduate School Admissions 101

BROUGHT TO YOU BY UPC So you are thinking about going to graduate school. Now what? Dr. Nancy Noldy-MacLean and Dr. Cherylyn Cameron will be discussing some things you need to know and will provide general advice on: • Choosing a school • Standardized tests • Letters of recommendation • Marks • Statements of interest • Further resources Monday, November 9 2009 2 - 3 p.m. Room K224A, Barrie Campus

Group Assignments: Revising for Increased Success*

If your group assignments feel like more trouble than you can support, it may be time to revise them. This session looks at problems and solutions.

Helping Students Learn Content Vocabulary*

Teaching students who are learning in a second language poses challenges. This session will: describe the challenges, outline key areas of difficulty that can be addressed in the course planning phase, and describe specific strategies for clarity when instructing.

Human Development and College Learning*

Postsecondary education is a period in life where the beliefs, attitudes, and behaviours of many students are being challenged. This can sometimes result in comments and outbursts that make both the teacher and the learning environment uncomfortable. In this session, participants will begin by exploring connections between various human development theories and students' behaviours and attitudes. This in turn will lead to a discussion about how various departments within the college can work collaboratively to help students cope constructively with issues related to developmental processes.

Instructional Skills Workshop*

The Instructional Skills Workshop (ISW) was developed by a group of passionate educators over 25 years ago. It is an intensive 30 hour event that uses a "laboratory approach" to focus on the development of instructional skills. The ISW is a developmental activity and is based on a collaborative peer feedback model. It is grounded in active and experiential learning models, and is based on principles of learning-centred instruction. While facilitators are seasoned faculty members who have had training in the ISW facilitation process, they are instructors just like the participants. This creates a collaborative learning environment that acknowledges the complexity of instruction and examines the teaching and learning process from both the instructional and the learning perspectives.

Integrating Technology into Teaching Effectively*

The Centre for Teaching and Learning is conducting weekly sessions for part-time faculty (Part-time, partial load, and sessional). The goal of this initiative is to help part-time faculty become more connected to the college community and to support them in their teaching practice. Each session will focus on a particular topic or topics, and will consist of information sharing using a variety of teaching strategies and peer to peer interaction.

Intermediate Excel 2007

The contact person for registration is Tara Ross at ext. 1321 or tross2@georgianc.on.ca. Space is limited. This two 2-hour Intermediate Excel 2007

training session will help participants to organize and consolidate data, manage multiple sheets and workbooks, and design templates. Course Topics: • Naming Ranges • Creating Outlines • Using Custom Views • Protecting Data • Designing Templates • Working with Several Workbooks • Handling Multiple Sheets • Creating Formulas to Summarize Data • Consolidating Data

Introduction to Collaborative/Cooperative Learning*

Engaging students in today's classroom through active learning can be a challenging endeavour. This session will guide teachers through aspects of group work, outlining attributes of effective learning activities and why it is important aspect of student learning. This workshop will outline the features of Collaborative learning and the epistemological assumptions of knowledge construction that guide Collaborative learning strategies. Participants will experience several activities that can be adapted for their own classroom environments.

Introduction to Excel 2007

The contact person for registration is Tara Ross at ext. 1321 or tross2@georgianc.on.ca. Space is limited. This two-hour Introduction to Excel 2007 Basics training session will show participants how to enter, edit, select and format data, create formulas, and preview and print worksheets. Course Topics: • Entering and Editing Data • Selecting and Formatting Data • Moving Around in a Worksheet • Clearing Data and Formats • Creating and Viewing Basic Formulas • Using AutoFill, AutoFit and AutoSum • Adjusting Column Widths and Row Heights • Inserting Rows and Columns • Moving and Copying Data • Using the Format Painter • Managing Page Setup Options • Previewing and Printing Worksheets

iTunes U Information Session

iTunes U is now available through the Georgian portal. If you have audio or video content that you would like to share with your students, please attend this information session to find out more.

KPI Faculty Forum

In this session, faculty will have the opportunity to examine how KPI data is collected and reported so that it can be used more effectively for continuous improvement in programs. Through participation in this forum, faculty will have the opportunity to: - Recognize the context and purpose of KPI surveys - Analyze a KPI report to determine the type of feedback it provides on student satisfaction - Consider how KPI data can be used to promote continuous improvement in programs - Learn how KPI can be used to identify areas that need more attention from senior management and service areas - Pose questions related to the collection, interpretation, and use of KPI data - Consider

how KPI data can be used to promote constructive discussions with peers and students

Lunch and Learn: Academic Policies and Procedures

Lunch and Learn sessions are informal discussions held over the lunch hour. Faculty are invited to bring along their lunch and their interest in discussing various aspects relating to teaching and learning. Each lunch and learn session will be assigned a focus topic to guide the discussion. CTL Resources will be provided as applicable”

Lunch and Learn: Active Learning*

In the lunch and learn sessions, faculty will engage in small group discussions that encourage sharing of ideas and strategies related to the focus topic. Facilitators will guide the process by setting up a framework for the discussion and infusing relevant ideas and information.

Lunch and Learn: Assessing Learning*

In the lunch and learn sessions, faculty will engage in small group discussions that encourage sharing of ideas and strategies related to the focus topic. Facilitators will guide the process by setting up a framework for the discussion and infusing relevant ideas and information.

Lunch and Learn: Collaborative Learning Techniques

These informal sessions are round-table discussion format exploring various topics related to teaching and learning. Faculty are welcome to bring along their lunch, and share an opportunity to meet with fellow faculty to discuss and explore various topics of interest.

Lunch and Learn: Managing the Learning Environment*

In the lunch and learn sessions, faculty will engage in small group discussions that encourage sharing of ideas and strategies related to the focus topic. Facilitators will guide the process by setting up a framework for the discussion and infusing relevant ideas and information.

Lunch and Learn: Millennial Learners*

In the lunch and learn sessions, faculty will engage in small group discussions that encourage sharing of ideas and strategies related to the focus topic. Facilitators will guide the process by setting up a framework for the discussion and infusing relevant ideas and information.

Lunch and Learn: Reading Strategies*

In the lunch and learn sessions, faculty will engage in small group discussions that encourage sharing of ideas and strategies related to the focus topic. Facilitators will guide the process by setting up a framework for the discussion and infusing relevant ideas and information.

Lunch and Learn: Startup Challenges*

Lunch and Learn sessions are informal discussions held over the lunch hour. Faculty are invited to bring along their lunch and their interest in discussing various aspects relating to teaching and learning. Each lunch and learn session will be assigned a focus topic to guide the discussion. CTL Resources will be provided as applicable”

Lunch and Learn: Student Engagement*

In the lunch and learn sessions, faculty will engage in small group discussions that encourage sharing of ideas and strategies related to the focus topic. Facilitators will guide the process by setting up a framework for the discussion and infusing relevant ideas and information.

Lunch and Learn: Visual Learning Strategies*

In the lunch and learn sessions, faculty will engage in small group discussions that encourage sharing of ideas and strategies related to the focus topic. Facilitators will guide the process by setting up a framework for the discussion and infusing relevant ideas and information.

Managing Long Documents in Word 2007

The contact person for registration is Tara Ross at ext. 1321 or tross2@georgianc.on.ca. Space is limited. This two-hour Managing Long Documents in Word 2007 training session will help participants to manage reports and longer documents with ease. Course Topics: • Adding Cover Pages • Revealing and Clearing Formatting • Working with the Format Painter • Inserting and Moving to Bookmarks • Creating and Applying Styles • Setting up Multiple Headers and Footers • Handling Sections • Creating and Generating a Table of Contents • Using the Document Map and Thumbnails • Setting up Quick Parts • Inserting Watermarks • Choosing Page Colors and Page Borders

Mobi Demo

http://www.einstruction.com/products/interactive_teaching/mobi/index.html
INTERWRITEMOBI® The INTERWRITEMOBI® and INTERWRITEMOBI® System is the industry's first multi-user interface designed specifically to support student-centered, collaborative learning. The teacher and student can concurrently interact with and contribute to the same digital content - ideal for team activities, learning simulations,

student exploration, and more!

New Employee Orientation: All Groups

New Faculty Orientation

This orientation is for new full and part time faculty who are teaching at Georgian College for the first time. Topics include college services, how to launch a course, and how to get started with college technology and more.

Online Discussions: Design, Moderation, Evaluation*

Learning can be enhanced and deepened as a result of well designed online discussion assignments. This session looks at the tool in Blackboard, how it works and how it can be used to help your students reach learning objectives. Attention is devoted to moderation techniques and methods for assessing engagement resulting in a fair grade.

Online Teaching Strategies*

Benefit from the opportunity to learn about specific approaches to teaching online with Blackboard. Learn at the time of your choosing over three weeks from home or on campus , the Blackboard system will be used for this workshop. The workshop covers three important topics (one per week): 1. integrating online learning with classroom-based courses, 2. learning with discussion forums, 3. ideas and strategies for teaching with Bb.

Options for Learning Online*

Outlook 2007 Shortcuts & Tips

The contact person for registration is Tara Ross at ext. 1321 or tross2@georgianc.on.ca. Space is limited. This two-hour Outlook 2007 Shortcuts & Tips training session will help participants to better manage their Outlook mail, calendar and contacts. Course Topics: • Setting up Outlook Preferences • Organizing the Navigation Pane and the To-Do Bar • Working with Message Options and the Reading Pane • Using Categories and Flags • Handling Messages and Folders • Setting up Distribution Lists and Group Schedules • Finding, Adding and Tracking Activities of Contacts • Managing Appointments and Meetings

Part-Time Faculty Session: Accessing and Using Library Resources

The Centre for Teaching and Learning is conducting weekly sessions for part-time faculty (Part-time, partial load, and sessional). The goals of these sessions are to help part-time faculty support part-time faculty in their teaching by creating connections to

the college community, learning about teaching, and sharing ideas and strategies across disciplines. Each session will focus on a particular topic or topics, and will involve information sharing, peer interaction, and exposure to variety of teaching strategies.

Part-time Faculty Session: Active Learning Strategies*

The Centre for Teaching and Learning is conducting weekly sessions for part-time faculty (Part-time, partial load, and sessional). The goals of these sessions are to help part-time faculty support part-time faculty in their teaching by creating connections to the college community, learning about teaching, and sharing ideas and strategies across disciplines. Each session will focus on a particular topic or topics, and will involve information sharing, peer interaction, and exposure to variety of teaching strategies.

Part-time Faculty Session: Designing Meaningful Assignments*

The Centre for Teaching and Learning is conducting weekly sessions for part-time faculty (Part-time, partial load, and sessional). The goals of these sessions are to help part-time faculty support part-time faculty in their teaching by creating connections to the college community, learning about teaching, and sharing ideas and strategies across disciplines. Each session will focus on a particular topic or topics, and will involve information sharing, peer interaction, and exposure to variety of teaching strategies.

Part-time Faculty Session: Integrating Technology into Teaching*

The Centre for Teaching and Learning is conducting weekly sessions for part-time faculty (Part-time, partial load, and sessional). The goals of these sessions are to help part-time faculty support part-time faculty in their teaching by creating connections to the college community, learning about teaching, and sharing ideas and strategies across disciplines. Each session will focus on a particular topic or topics, and will involve information sharing, peer interaction, and exposure to variety of teaching strategies.

Part-time Faculty Session: Introduction to Assessment Strategies*

The Centre for Teaching and Learning is conducting weekly sessions for part-time faculty (Part-time, partial load, and sessional). The goals of these sessions are to help part-time faculty support part-time faculty in their teaching by creating connections to the college community, learning about teaching, and sharing ideas and strategies across disciplines. Each session will focus on a particular topic or topics, and will involve information sharing, peer interaction, and exposure to variety of teaching strategies.

Part-time Faculty Session: Introduction to College Teaching and Learning*

The Centre for Teaching and Learning is conducting a series of weekly sessions for part-time faculty (part-time, partial load, and sessional). These sessions are designed to support part-time faculty in their teaching by (i) creating connections to the college community, (ii) developing knowledge and skills related to teaching and facilitating learning, and (iii) sharing ideas and strategies across disciplines. Each session will focus on a particular topic and will involve information sharing, peer interaction, and exposure to variety of teaching strategies. In this first session, participants will explore an overview of college teaching and learning and develop their understanding of the post-secondary learner and learning environment.

Part-time Faculty Session: Introduction: Startup Teaching Challenges

The Centre for Teaching and Learning is conducting weekly sessions for part-time faculty (Part-time, partial load, and sessional). The goals of these sessions are to help part-time faculty support part-time faculty in their teaching by creating connections to the college community, learning about teaching, and sharing ideas and strategies across disciplines. Each session will focus on a particular topic or topics, and will involve information sharing, peer interaction, and exposure to variety of teaching strategies.

Part-time Faculty Session: Overview of Student Services and Support

The Centre for Teaching and Learning is conducting weekly sessions for part-time faculty (Part-time, partial load, and sessional). The goals of these sessions are to help part-time faculty support part-time faculty in their teaching by creating connections to the college community, learning about teaching, and sharing ideas and strategies across disciplines. Each session will focus on a particular topic or topics, and will involve information sharing, peer interaction, and exposure to variety of teaching strategies.

Part-time Faculty Session: Planning Instruction*

The Centre for Teaching and Learning is conducting weekly sessions for part-time faculty (Part-time, partial load, and sessional). The goals of these sessions are to help part-time faculty support part-time faculty in their teaching by creating connections to the college community, learning about teaching, and sharing ideas and strategies across disciplines. Each session will focus on a particular topic or topics, and will involve information sharing, peer interaction, and exposure to variety of teaching strategies.

Part-time Faculty Session: Planning Instruction*

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Part-time Faculty Session: Understanding and Applying Academic Policies and Procedures*

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Part-time Faculty Session: Using Evaluation to Enhance Teaching*

The Centre for Teaching and Learning is conducting weekly sessions for part-time faculty (Part-time, partial load, and sessional). The goals of these sessions are to help part-time faculty support part-time faculty in their teaching by creating connections to the college community, learning about teaching, and sharing ideas and strategies across disciplines. Each session will focus on a particular topic or topics, and will involve information sharing, peer interaction, and exposure to variety of teaching

strategies.

PD for Program Coordinators: Banner Tricks

Planning Instruction*

In this session, we will discuss principles for designing instruction and for engaging students in learning. Participants will: * explore the connections between teaching practice and some key learning theories and models * experience and consider a variety of instructional strategies * discuss how teachers can address the needs for structure, relevance, meaning, variety, active involvement, and assessment in the instructional process.

Podcasting

How do we connect with our digital native students? How do we leverage the technologies that they use outside the classroom to supplement and enhance their learning experience? One way is to connect with them through Podcasting. Podcasting involves creating audio, enhanced audio or video recordings that are downloadable to iPods, MP3 players, cellular phones or other mobile technologies. Podcasts can be used by the teacher to supplement learning or by students to create Podcast assignments. The possibilities are numerous. This session will explore the pedagogy of Podcasting. How does it enhance the learning experience? See what other colleges and universities around the world are doing with Podcasts and learn how easy-to-use technologies can help you launch the classroom into cyberspace.

PowerPoint: Managing Beyond Text

This is a hands-on PowerPoint session where we will explore some of the advanced features of PowerPoint. It will include animations and short-cuts for best use. If you are comfortable with PowerPoint already, but would like to pick up some new tricks to spice up your presentations, this workshop is for you.

Preparing Online Tests and Quizzes for Blackboard

In this session we will discuss how you can manage the online delivery of tests and quizzes within Blackboard. We will focus on the Respondus tool, and how to take tests and quizzes formatted in Microsoft Word and post to Blackboard. We will also focus on how to set-up your gradebook for differing evaluation goals (i.e. student self assessment vs. official assessment).

Preventing Plagiarism / Turn-It-In*

The temptation for students to copy text from the Web and paste it into a written assignment is a problem. Teachers will learn about several techniques for detecting

plagiarism. This session will focus on developing assignments that make plagiarism less of a problem.

Profile Your Intelligence (4D-i)

Powered by OneSmartWorld this workshop explores the essential skills for success that will help you communicate, create, solve problems, meet, and manage time. It is through the learning and awareness of these essential skills, that people can work \"smarter\" together rather than harder.

Project Management for Curriculum Coaches*

This session will provide curriculum coaches with additional project management skills skills to facilitate curriculum development.

Promoting Textbook Reading Using Learning Strategies*

Reading effectively is critical to success in most subject areas. Engaging students in active reading practices can aid comprehension and retention while promoting student engagement in the classroom. In this session, we will examine different ways that textbooks can be used in the learning and teaching process. In addition, participants will have the opportunity to actively participate and learn a number of reading strategies that they can teach their students.

Protecting and Projecting Your Voice Effectively

Have you experienced voice strain or find that you are hoarse at any point during the term? Do you project your voice in the classroom so that all can hear you? Often, inefficient breathing techniques can cause undue strain on your vocal chords. Maureen Rocchio, the director of the Barrie Huronia Soundwaves has over 30 years experience as a voice director. During this session, Maureen will provide an interactive opportunity to consciously attend to your breathing in order to project your voice more effectively.

Remark Orientation

This is a orientation workshop on the Remark Scanning System that will be replacing the Scantron. For support, please contact the IT helpdesk (itsupport@georgianc.on.ca, ext. 1732)

Reviewing and Applying Academic Policies and Procedures*

Georgian's academic policies and procedures can be a useful tool for establishing and maintaining a positive learning environment in the classroom. In this session, we will examine key sections of the official policies and procedures and then use a problem-based learning strategy to examine how faculty might use them as a guide for

responding to specific situations.

So You're Thinking About Developing an Online Course*

In this session, a panel of faculty, who have worked with the Centre for Teaching and Learning to develop online courses, will share their perspectives on aspects of course development including: * Key considerations when developing the online course (approaches, thinking, strategies, etc.) * Shifts in thinking and role as a teacher when moving from face to face to online delivery * Strengths and limitations of the online environment for teaching and learning

Stopping Plagiarism*

This session presents two approaches to stopping plagiarism by students. Good assignment design can be effective, and Turnitin.com can match student writing against a huge data-base of existing text.

Strategies&Tools for Developing Student Research/Info Lit Skills*

Are the research results in your courses less than stellar? Come to this chocolate-themed session to unwrap challenges and strategies related to the research process. Learn how you can work collaboratively with faculty librarians to support students in their research efforts and more effectively integrate information literacy skills into assignments.

Student Development Theory and Supporting the Learner*

Student Development theorists are interested in the process of development of a person who is participating in post-secondary education. As both a theory base and a philosophy about the purposes of higher education, Student Development encourages educational interventions that strengthen skills, stimulate self-understanding and increase knowledge. In this workshop participants will have the opportunity to explore a variety of different student development theories. In addition, participants will have the opportunity to consider the role that they play, as teaching faculty, in contributing to the positive psychosocial development of students in their classes. Finally, through participatory exercises, participants will be introduced to a number of student services available to support students who may be struggling with a particular area of development.

Student Services and Student Development Theory

Participants will have opportunity to consider Student Development Theory to better understand our student learners. This session will rotate participants through various aspects of Student Services including: Testing Services, Adaptive Technologies, Learning Strategists, Counselling Services, Career and Coop Services.

Teaching & Learning Open Forum*

This full-day event at Kempenfelt Centre is designed to facilitate constructive dialogue among educators about learning and the professional practice of teaching. During the course of the day, educators discuss issues, strategies, and ideas with the goal of improving teaching practice.

Teaching in Culturally Diverse Classrooms*

This session was first offered as part of the Focus on Teaching Conference. Due to its popularity, Jean has offered to facilitate it again as we prepare for the fall semester. As the college grows, the global village is present in our classrooms. In this environment it is important to consider a balanced view of cultural diversity and to share viable strategies that enhance the learning process for both teachers and students. In this session, participants will collaboratively consider questions including: - How do you promote positive interaction across cultural groups? - How do you empower students of all backgrounds to ask questions? - How do you support different learning styles and approaches to learning in a manageable way? Based on experience in her own classes, Jean will also provide participants with samples of tools, strategies, assignments, and learning objects that she has used to effectively support the culturally diverse student body in the opticianry program.

Teaching Millennial Learners*

The millennial student brings unique characteristics and attributes to the classroom. As teachers, we may experience challenges in facilitating the learning process with a diverse group of generations within our classrooms. In this session, you will collaboratively explore the generational differences that present in our classrooms and consider meaningful and manageable teaching strategies that reflect the needs and traits of this particular group of learners. We will discuss strategies and filters that can assist us in making balanced implementation decisions related to teaching and learning.

Teaching Millennial Learners (ONLINE DELIVERY)*

The millennial student brings unique characteristics and attributes to the classroom. As teachers, we may experience challenges in facilitating the learning process with a diverse group of generations within our classrooms. In this session, you will collaboratively explore the generational differences that present in our classrooms and consider meaningful and manageable teaching strategies that reflect the needs and traits of this particular group of learners. We will discuss strategies and filters that can assist us in making balanced implementation decisions related to teaching and learning.

Teaching on the Edge Discussions (TOTE)

New this Term: Teaching on the Edge Discussions (TOTE) TOTE (Teaching on the Edge) is something we often find ourselves doing when dealing with unforeseen situations. This is an informal discussion circle where faculty can discuss and probe

their teaching experiences with faculty colleagues. Discussion may include (not limited to) challenges, solutions, and innovative teaching practices.

Teaching Strategies for Visual Learners*

Discover how you can improve learning for students with a preference for the visual. There are teaching strategies that work. We discuss tools and presentation means. If time permits, you'll get a chance to try out "mind-mapping".

Teaching to a Variety of Learning Styles*

As learners, most of us have preferences for the way we acquire, process, and express knowledge and skills. This workshop examines the learning characteristics of various learning preferences (i.e. visual, verbal, auditory, kinesthetic; right brain, left brain; sequential/global; factual/intuitive). Participants will complete one of many surveys to examine personal preferences and will discuss various strategies that both teachers and students can use to support diverse learning preferences.

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The Centre for Teaching and Learning is conducting weekly sessions for part-time faculty (Part-time, partial load, and sessional). The goal of this initiative is to help part-time faculty become more connected to the college community and to support them in their teaching practice. Each session will focus on a particular topic or topics, and will consist of information sharing using a variety of teaching strategies and peer to peer interaction.

Turning Point Response Card (CLICKERS)

We will have Patrick Abram from Turning Technologies on campus to do a demo. This clicker technology integrates seamlessly with PowerPoint and has some powerful reporting features. It is also much easier to carry than the other clickers (fit in a small, lunchbox size carrying case.) We are looking at purchasing additional clickers, so it would be great to have you come to evaluate these devices.

Turnitin Features: PeerMark and GradeMark

This session is for users of Turnitin's plagiarism detection system. Take advantage of two new Turnitin features: PeerMark and GradeMark. Allow your students the opportunity to learn from each other and become more engaged in course material with PeerMark. Grade your papers entirely online with GradeMark providing a complete paperless system.

Uncovering Clues to Student Engagement*

This session was first offered as part of the Focus on Teaching Conference. Due to its popularity, Ruthanne has offered to facilitate it again as we prepare for the fall semester. Student engagement is a crucial element in facilitating progress towards educational goals. The research shows that many complex factors impact student engagement, some which are within the teachers' sphere of influence and some which are not. This workshop will involve participants in thoughtful and constructive dialogue about this research and lead participants in collaboratively considering how various aspects of educational practice affect student engagement. We'll uncover clues about student behaviours and institutional conditions that contribute to student engagement and tap into our collective intelligence to identify strategies that can improve student engagement and strengthen progress towards educational goals.

Understanding Students with Asperger Syndrome

This presentation, facilitated by Leah Moore, Kinark SSP-ASD Consultant, will provide participants with a basic knowledge of the characteristics of Asperger Syndrome and how it may express itself in a Post Secondary student. Other topics for review in relation to Asperger Syndrome: • The impact of anxiety • Executive Function Impairments • Implications of not understanding the “Hidden Curriculum” • Theory of Mind / Perspective Taking Challenges

Using Turnitin

Have you considered using Turnitin for your written paper assignments? This session will offer an overview of the features of Turnitin. It will address Internet originality checking, PeerMark (assigning peer review assignments) and GradeMark (grading online).

Using Blackboard for Online Testing (Respondus)

- This session will explore online testing and assessment options from within Blackboard. We will review the Respondus application and discuss common issues that may arise when using online testing features.

Using Discussion Strategies*

Discussion is an effective strategy used to foster critical thinking, probe for underlying assumptions/bias and challenge understanding. This session will discuss how to prepare students to participate in discussion, explore exercises to start discussions and strategies for maintaining their momentum.

Using Electronic Games for Review

Learn how to create and use electronic games (such as Who Wants to be a Millionaire) within PowerPoint for classroom review.

Using Evaluation Feedback to Enhance Teaching

Using Faculty Evaluations to Enhance Teaching / Feedback&Wrap-up

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Using Portfolios as a Learning Tool*

A very effective learning tool. Discover how to design assignments that use these to help students demonstrate what they have learned. Session covers e-portfolios as well as traditional versions.

Using PowerPoint 2007

A complete start to finish workshop on creating PowerPoint Presentations. This is a useful workshop for new and experienced users.

Using PowerPoint Effectively for Teaching*

Appropriately used PowerPoint slides can be very helpful to teaching and learning. In this session we will discuss the strengths and perceived barriers of using PowerPoint, review reasons for using PowerPoint, discuss recommendations of the use of PowerPoint and participate in a demonstration of PowerPoint 2007 features.

Using Respondus to Design and Manage Tests*

Respondus is a software tool available free to all Georgian teachers. Learn about how it can facilitate the development of tests (both paper and Blackboard based).

Using Screen Capture Software to Create Student Supports

Would your students benefit from visual walkthroughs of computer applications, course visuals (ie. ppt slides) or a website? This session is a demonstration of a free and easy to use utility called "Jing" which allows users to capture areas of a computer screen and add commentary related to the image captured.

Using Student Feedback to Improve Learning*

Using the Test Manager in Blackboard

You can develop online tests in Blackboard. Learn how to do so and review the various methods for evaluation, from automatic to completely manual. This session also explains how online tests work with the Blackboard Grade Center.

Videostreaming in the Classroom with Films on Demand

Video Streaming in the Classroom with Films on Demand This session will show you how to search for videos, and create a personal account in Films on Demand (FOD). We will use your personal account to save titles to a folder and create playlists for use in the classroom or Blackboard.

WOW (Workshops on Wheels)

These sessions are provided for our satellite campuses. The Centre for Teaching and Learning faculty/staff will travel to your campus to provide a variety of workshop and information sessions. Should there be a specific topic or need area you would like to see offered at your campus, please contact Nina Koniuch, ext. 1821, to arrange future offerings.

Your Bookstore and You: Faculty Forum

Kim Stubbs and Norma Moat will share information about the processes that currently exist around textbook selection and ordering and will provide an opportunity to offer input regarding the following: - challenges in ordering books - processes and timelines for selecting texts (i.e. bookfair, rep meetings) - how the processes are working for faculty and what might make it easier - course packs, custom publications, and trade titles - concept of online ordering

Appendix I

Academic Freedom

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[Academic procedure index](#)

GEORGIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Academic Procedure #1 - 129

Effective Date: **February 21, 2007**

ACADEMIC FREEDOM POLICY

PURPOSE: To ensure professors, students and the wider College community have the freedom to investigate and discuss topics without fear of reprisal for alternative opinions in order to gain the best possible understanding of an issue. All members of the college community shall support and protect this fundamental principle and work collaboratively to provide an environment of tolerance and mutual respect while respecting the dignity and worth of every person.

SCOPE: Academic freedom is ensured in appropriate research, classroom discussions, and discussion groups involving students, staff and other members of our community. Georgian expects that its members exercise academic freedom responsibly. Academic freedom does not relieve anyone in the college community from his/her obligations or duties inherent in the roles associated with the teaching and learning process or Ontario Human Rights policy and legislation and the Criminal Code of Canada.

This policy stands beside the Code of Conduct Procedure in place at the college and does not see these values as contradicting academic freedom.

It is recognized that while all employees of Georgian have rights as citizens, they should make every effort when speaking or writing as citizens that they are not representing the college on matters of public interest.

RATIONAL: All college community members should be able to work, teach, and learn, in an atmosphere which is free from harassment and discrimination. Georgian College values positive and supportive interaction among all members of the college community.

This policy protects the individuality of scholarly investigation, recognizes the responsibility for academic rigour, and promotes the responsible sharing of ideas and research.

Employees of the College should not fear reprisal for speaking out on topics of public interest.

PRINCIPAL:

Vice President Academic

Associate Vice President,

University Partnership Centre Deans

PROCESS: Concerns regarding the Academic Freedom Policy would be addressed using the Resolution Procedures from [the Code of Conduct, Procedure # 4-136](#).

[Procedures index](#)
[Academic procedure index](#)

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GEORGIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Academic Procedure #1 - 129

Effective Date: **Feb 21, 2007**

ACADEMIC FREEDOM POLICY

Prepared by: Cherylyn Cameron, Linda Love

Recommended by: College Planning Committee

Date: February 21, 2007

Approved by: Brian Tamblyn, President and CEO

Date: February 22, 2007

GEORGIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Academic Procedure #1 - 129

Effective Date: **Feb 21, 2007**

ACADEMIC FREEDOM POLICY

Prepared by: Cherylyn Cameron, Linda Love

Recommended by: College Planning Committee

Date: February 21, 2007

Approved by: Brian Tamblyn, President and CEO

Date: February 22, 2007

Appendix J

Educational Services Copyright Procedure

GEORGIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Administration Procedure: 2-104

Effective Date: 83.07.07

Revision Date: 91.09.13

2nd Revision Date: 04.08.24

EDUCATIONAL SERVICES COPYRIGHT PROCEDURE

PROCEDURE:

This procedure defines the meaning of copyright and provides guidelines and procedures for its application to various media used in instruction at Georgian College; and outlines the College's role in compliance.

PURPOSE:

To provide direction to the students, faculty and staff of Georgian College to ensure compliance of the Copyright Act of Canada, R.S. 1985, c. C-42, as amended. The copyright procedure of Georgian College Of Applied Arts and Technology may be found online at: http://www.georgianc.on.ca/hr/proced/sect2/pro2_104.htm

SCOPE:

All students, faculty and staff who wish to copy or make other use of copyright-protected materials.

RATIONALE:

The College has a legal obligation to comply with the Copyright Act. The College needs to ensure that all graduates and staff obtain a level of information literacy that enables them to work effectively in the work world. They must be able to understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

RESPONSIBILITY AND LEGAL OBLIGATIONS:

The responsibility for ensuring compliance lies with students and employees wishing to copy or otherwise make use of copyrighted materials. Having set forth guidelines in this procedure and having created procedures and provided resources in support of this procedure, the College will assume that the responsibility for any violation of the law rests with the individual. The College will inform its constituents of Copyright law and procedures.

GENERAL PRINCIPLES/INFORMATION:

Copyright Basics

What is copyright?

Copyright is the legal protection of literary, dramatic, artistic, and musical works, sound recordings, performances, and communications signals. Copyright gives creators the exclusive right to use and reproduce their works. The 'uses' are listed in the Copyright Act and include such rights as public exhibition, presentation and broadcasting of works, adaptation, translation, transformation of works from one media to another, recording works in any manner, and rental rights in respect of computer programs to name just a few.

It is an infringement to do anything that only the copyright owner has the right to do, unless the owner's permission is given.

What is the purpose of copyright?

Copyright gives creators control over the use of their work and ensures that they are recognized and fairly compensated. The various exceptions that limit copyright are intended to serve the public's need to have fair access to copyright material, for purposes such as private study, criticism, etc.

What material does copyright cover?

Copyright applies to all original literary, artistic, dramatic and musical works. These include: books, stories, newspaper, magazine, or journal articles, letters, tables, architectural plans and sketches, business forms, computer programs ¹, plays, films, choreographic work, paintings, drawings, maps, charts, plans, photographs, engravings sculptures, works of artistic craftsmanship, architectural works, and songs. Copyright also exists in three other kinds of subject matter: sound recordings ², communication signals ³, and performer's performances ⁴ (such as when an actor performs, a musician plays a song, or a dancer performs a choreographed dance).

Copyright works are protected during the lifetime of the author and for fifty years after the author's death.

What is "fair dealing"?

The "fair dealing" clause in the Copyright Act allows an individual to make a copy of a work without the permission of the copyright owner for the purposes of private study, research, criticism, review or news reporting. In the case of all but study and research, the user must include mention of the source and, if given in the source, the name of the author. Fair dealing is generally considered to apply only to a relatively minor part of a work, both qualitatively and quantitatively. For example, fair dealing does not allow a student or staff member to photocopy the entire contents of a book.

What is an exception?

An exception permits educational institutions to make certain uses of a work protected by copyright, without having to ask for permission and without having to pay a royalty. Current copyright law allows members of a College community to:

- copy and perform very small parts of any work protected by copyright, unless the part is highly significant or valuable,
- use small parts of works protected by copyright for private study ⁵, research, criticism, review, or news reporting under the sections of the Copyright Act that allow such uses of copyright material referred to as "fair dealing"
- copy a work protected by copyright by hand onto a surface normally used to display hand-written material, such as a blackboard, whiteboard, or flip chart,
- copy a work protected by copyright for the purpose of overhead projection using a device such as an LCD, overhead, opaque, or slide projector, provided the work is used for the purpose of education and training and is not already available in a commercial format,
- copy or show a work or other subject matter as required for a test or examination, provided that no appropriate copy is otherwise commercially available,
- conduct a live performance of a work by students in a classroom setting as discussed below; and
- listen to or view a radio or television program in the class at the time of its broadcast, as discussed below.

Other exceptions include ⁶:

- making a back-up copy of a computer program,
- prepared materials for those with perceptual disabilities,
- reporting a public lecture,
- public recitation,
- performance of music in furtherance of a religious, educational or charitable object (subject of a previous opinion), and
- private copying of music

Procedure

Specific Works and Their Use at Georgian College

Print

Under the college's Access Copyright licence (formerly Cancopy), instructors, staff and students can make copies of most copyright-protected works for teaching, research, study and administrative purposes such as class handouts, lab manuals, interlibrary loans and library reserves. The College's licence agreement with Access Copyright allows the college to do the following:

Copying for class distribution

1. One copy can be made for each student in the class, two copies for each instructor and the number of copies required for administrative purposes. Copies made for library reserve and interlibrary loan also fall under this category.
2. No more than 10% of a published work can be copied unless it is one of the following:
 - (a) an entire single essay, short story, play, article or poem from a book or periodical issue containing other works
 - (b) an entire chapter, if it is not more than 20% of the book
 - (c) an entire newspaper article or page
 - (d) an entire entry from an encyclopedia or similar reference book
 - (e) a single item of print music from a book or periodical containing other kinds of works
3. Systematic or cumulative copying of the same published works that exceeds the required limit is not allowed.
4. Copies of works cannot be made when it is known that the work is available as a separate publication at a reasonable price and can be obtained in a reasonable period of time.
5. The following information should be included on the front page of the copy:
 - (a) the international copyright symbol (which is ©)
 - (b) credit to the author and publisher and illustrator (if known)
 - (c) a notice that reads: **This material has been copied under license from Access Copyright. Resale or further copying of this material is strictly prohibited**

The Access Copyright licence does not cover many text-based materials on the Internet and sheet music.

Self-service Photocopying

All self-service photocopier locations in the College must have posted close by the following notice:

Copyright

The use of this machine is governed by the Canadian Copyright Law.

Copying of a Substantial Part of a Work Protected by Copyright Requires Permission of the Copyright Owner.

It is the Responsibility of the Person Making the Copy to Determine if a Work Is Protected by Copyright and to Obtain Permission to Copy. It is not the Responsibility of the (Insert name of copier location, i.e. Library Commons)

The COPYRIGHT ACT is Contained in the Revised Statutes of Canada 1985.

Coursepacks

Coursepacks are custom packages of materials provided by faculty that may contain other published sources. At Georgian College, the Bookstore approves all coursepack material in compliance with the College's Access Copyright license prior to printing. It is incumbent on faculty to provide the Bookstore with a Copyright Log (available from the Bookstore) detailing all copywritten material contained in the coursepack.

Computer Software

Copying software without permission is infringement. Georgian College students, faculty and staff are not allowed to use unlawfully duplicated computer programs for instructional or administrative purposes. The terms of the license that accompanies any purchased software must be complied with. The Information Technology Department has developed the following procedure in regard to software (Computer Services, Procedure #2-117, INFORMATION TECHNOLOGY ACCEPTABLE USE PROCEDURE, May, 2000.):

The College believes that it has a corporate responsibility to protect against the improper use or illegal copying of software.

3.7.1 The software copyright protection laws will be communicated wherever software is distributed.

3.7.2 Software owned or licensed to the College may not be loaned, sold, reproduced or used for unlawful purposes.

3.7.3 All copies of software owned by the College must contain a label indicating that the software is the property of the College.

3.7.4 Information Technology staff will not install any software onto any College computing resource unless a valid license of the software is provided. In the situation of non-compliance, the individual will be subject to immediate disciplinary action under this procedure.

3.7.5 Should Information Technology staff be on a user's computer, and have reason to believe that copyright laws are being violated, verification of a valid software license for the software on this computer will be requested. If it cannot be produced, then the software will be removed until the valid license is produced.

There are no specific exceptions permitting the copying of computer software for educational purposes. There are, however, two minor exceptions that permit owners of legal copies of computer programs to make a single reproduction of these programs: (1) One back-up copy of the program may be made, provided that the back-up copy is erased as soon as the person no longer owns the software; and (2) a single copy may be made by adapting, modifying, or converting the computer program or translating it into another computer language, if it is essential for the compatibility of the program with a particular computer ⁷.

Videos and DVDs

Videos and DVDs can only be shown in the classroom if public performance rights have been obtained. A copyright owner has the right to authorize and get paid for the "performance in public" of a work, including a video or DVD. The College, under copyright law, is considered to be a public place. It is therefore necessary to have the authorization of the owner of the copyright in the video or DVD. A video or DVD shown at the College must have a public performance license.

All videos and DVDs that are acquired by the College's Learning Resource Centres or borrowed from other College libraries will normally include the right to perform the work in public (in the College). Videos and DVDs that are rented or purchased from most commercial sources such as video stores are licensed for "home use only" their performance in a classroom would be an infringement of copyright. To deal with this issue, the College has license agreements with Audio-Cine Films Inc. (ACF) and Criterion that allow the showing of motion picture VHS/DVDs produced by studios represented by ACF and Criterion. These licenses permit the showing of videos and DVDs from video rental stores, private collections or rentals from ACF or Criterion providing that potential showings are reported to the Library Commons. These licenses are only for showing a VHS/DVD in a not-for-profit classroom setting, and do not grant any type of duplication rights.

VHS/DVDs produced by other studios/producers are not covered by these agreements and permission must be obtained for public performance rights before those titles can be shown in a classroom setting.

Internet

It is often assumed that materials placed on the Internet are, by definition, "for public use" and thus can be copied and incorporated into other material freely. This is not the case. The ease of copying does not displace copyright in all forms of copyright work, whether text, graphics, music, audio-visual materials, etc.

1. Facts, ideas and information are not protected by copyright. Copyright protects the way in which information is expressed. Hence, expressing ideas, facts, or information in one's own words is not copyright infringement.
Most material available on the Internet is protected by copyright. This includes software, graphics, photographs, music, video clips, and text, including postings to newsgroups, e-mail messages. Reproduction and unauthorized use of such material is an infringement under current copyright law. Therefore, reproduction of any work or a substantial part of any work on the Internet would infringe copyright unless the permission of the owner has been obtained.
2. Sometimes material is placed on the Internet with the message that it can be freely copied. In that case, there is an actual licence to copy the work. Sometimes the terms of the licence are subject to conditions. Common conditions are that the posting cannot be used for commercial purposes, must be circulated in its entirety, cannot be used out of context, and cannot be edited or reformatted. If the conditions are followed, a copy of the work can be made without infringing copyright. The material can only be used for other purposes - such as performance - if those rights are explicitly granted.

Permission must be obtained in order to link or otherwise use images, movies, graphics or any other copyright works in a presentation.

Crediting the source does not change the fact of infringement if the owner has not given permission to use the material.

The Access Copyright agreement does not cover the duplication of materials in electronic or digital format. The fair dealing rule applies. Access Copyright provides a copyright clearance service for electronic/digital materials on a transactional basis. There is a charge for each transaction.

Electronic Formats

The Copyright Act permits limited use of materials for the purposes of research and private study. In using electronic databases, it would be permissible, for instance, to print one copy of an article, e-mail an article to oneself, or download and save an article to a disk for research purposes. In the case of e-mailing and saving to disk, the electronic copy must be deleted after it has been printed out. Copyright permissions may vary from one database to the other. To make copies of an article for distribution to students, to present such material to the public or for any purpose other than research or private study, permission must be obtained from the database vendor.

Musical Works and Sound Recordings

Music can be performed at the College without the copyright owner's permission only when it is "in furtherance of an educational object" such as performance of a piece of music in a classroom for the purposes of giving music instruction. "Furtherance of an educational object" is very narrowly defined in the Act.

If the performance is not in furtherance of an educational object, the exception will not apply. For example, music used for entertainment at concerts, or dances must be paid for through tariffs administered by a collective, such as SOCAN⁸ because they are not used in furtherance of an educational object. The copyright owners and/or the relevant collectives must authorize the public performance of music in these circumstances.

Dramatic Works - Plays

Students can perform a work protected by copyright such as a play in the classroom without permission from the copyright owner. There is a statutory exception permitting live performances, primarily by students, such as the performance of a play in a drama class. The performance must

1. take place on the premises of the educational institution
2. be for educational or training purposes
3. not be for profit
4. take place before an audience consisting primarily of students of the educational institution, instructors acting under its authority, or any person who is directly responsible for setting curriculum
5. not involve a "motive of gain"

For performances that do not meet the exemption criteria, the copyright owner's permission must be obtained, typically from the Playwright's Guild. If the production is an adaptation of a book the publisher's permission must be obtained. There are other

examples. In all cases, one must ask where the work came from, who owns the copyright and how permission may be obtained.

Sound Recordings⁹

Sound recordings can be played in the classroom. An exception permits the playing of sound recordings in a classroom provided that all of the following conditions are met:

1. take place on the premises of the educational institution
2. be for educational or training purposes
3. not be for profit
4. take place before an audience consisting primarily of students of the educational institution, instructors acting under its authority, or any person who is directly responsible for setting curriculum
5. not involve a "motive of gain"

Radio and Television Programs

Radio or television programs cannot be played in the classroom. An exception allows the playing of radio and television programs at the time they are aired. All of the same conditions listed above regarding music and performances in the classroom must be met.

Instructors can copy news and news commentary programs from the radio or television. There is an exception permitting a person acting under the authority of a non-profit educational institution to make a single copy of a news program or a news commentary program, and to use the copy on the college premises for educational and training purposes. The copy can be made only at the time the program is aired. The audience must consist primarily of students of the educational institution. Documentaries are specifically excluded from the exception. The following conditions apply:

1. The copy can be made and shown without the permission of the copyright owner or the payment of a royalty, an unlimited number of times, for up to one year from the date the copy is made.
2. After one year, the copy must either be erased or be paid for.
3. The educational institution is required to provide to the copyright owner or a collective representing the owner, upon request, information relating to the making, erasing, performing, and method of identification of the copy. Copies that are not erased after one year will be subject to payment and to terms and conditions relating to the use, whether or not the copies are ever used. These costs may be substantial.

Professors copy other kinds of radio and television programs. An exception permits a person acting under the authority of a non-profit educational institution to make a single copy of all other types of broadcast programs (i.e., those that are not news or news commentary programs). The copy can be made only at the time the program is aired. An instructor may examine the copy for up to 30 calendar days, to determine whether the copy will be used on the premises of an educational institution for educational

purposes. If the copy is shown in the classroom at any time (including within the 30-day evaluation period) or if it is not erased after 30 calendar days, it must be paid for.

The college is required to provide information relating to the making, erasing, performing, and method of identification of the copy to the copyright owner or a collective representing the owner. A copy may be viewed only by an audience consisting primarily of students of the educational institution and is subject to terms and conditions relating to the use of the copy and to payment, whether or not it is ever used.

To use non-news programming in class, or to retain news programming beyond one year, a tariff must be paid to the ERCC (Educational Rights Collective of Canada) to acquire those rights.¹⁰

Performances and Presentations by Others

In video or audio taping College events, the College should obtain written permission from performers or presenters to videotape material and obtain a release right to its future use. As well, if a presenter hands out material, the College needs to obtain permission if it intends to copy and further distribute that material.

Work Made in the Course of Employment

The Collective Agreement Between Ontario Council of Regents for the Colleges of Applied Arts and Technology and Ontario Public Service Employees Union (for Academic Employees states in Article 13 (Copyright):

13.01 Except as may be otherwise mutually agreed between the employee and the College, a work commissioned by the College, or produced pursuant to the employee's normal administrative or professional duties with the College, shall be and remain the property of the College. Other works produced by an employee shall be and remain the property of the employee. Nothing contained herein shall adversely affect any rights an employee may have under the Copyright Act (Canada) and in particular the subsection addressing "work made in the course of employment."

Obtaining Permission to Copy

Permissions - how to avoid infringement.

Many of the rights provided to creators in Canadian copyright law are administered by collectives. A collective is an organization that administers the legal rights provided under the Copyright Act on behalf of copyright owners and rights holders who are members of that collective. Collectives can only license what copyright owners and rights holders authorize them to license.

There are many kinds of collectives representing different rights (reproduction, synchronization, performance, for instance) and different parties (such as songwriters on the one hand and performers on the other).

At Georgian, ACCESS COPYRIGHT licenses photocopying. Audio-Ciné Films Inc. licenses the public performance of feature-length videos. These licences permit copying

and/or public performance without infringing copyright, as long as the copying and/or public performance remains within the negotiated limits set out in the licence.

The Educational Rights Collective of Canada (ERCC) collects royalties under a tariff system for the copying of radio and television programs at the time they are aired. SOCAN administers the public performance of music on behalf of songwriters and composers. The Canadian Musical Reproduction Rights Agency (CMRRA) deals with, among other things, synchronization rights, that is, putting music to video. The Playwright's Guild manages performance and reproduction rights in respect of plays or scripts. A comprehensive list of copyright collectives and agencies can be found at the Canadian Copyright Board website at <http://www.cb-cda.gc.ca/societies/index-e.html>.

In other cases, permission must be sought directly from the copyright owner.

Conversion Issues

For the most part, it is an infringement of copyright to convert a work from one format to another. The main exception is private copying of music. The private copying exemption in the Copyright Act¹¹ permits individuals to copy musical works for private use. For this reason, there are levies imposed on blank recording media¹² in order to compensate copyright owners¹³. Hence, individuals who, for instance, copy music from a CD to an audiocassette are exempted from infringement.

The private copying exemption applies only to music, not to audiovisual or other works. The converting of an audiovisual work from one format to another - such as from video to DVD cannot be done without permission.

When arranging permission to record a presentation or performance, permission to convert the recording to other media formats should be obtained at the same time, whether in Canada or other jurisdictions.

Non-Compliance, Investigation and Resolution

The consequences of an action will be proportionate to the severity of the infraction.

The consequences for non-compliance may include but are not limited to: verbal and/or written warnings to stop infringing activities, denial of use of copyright material in the academic environment/classroom, rescinding of college services, removal of materials from computer equipment, facilities and networks, restitution of costs associated with copyright material, behavioural contract, mandatory training/education, disciplinary directives, suspension and/or dismissal from the college.

Resolution Process

STEP 1

Any offences, which contravene the terms and conditions of this procedure, will be brought to the attention of the individual alleged to have committed the offence, either verbally or in writing by the Director, Learning Resource Centres (LRCs) or designate, in

the case of staff, or by the Program Coordinator, in the case of students; within five working days of the offence or within five working days of the offence becoming known.

The respondent (person alleged to have committed the infraction) may contact the Program Co-ordinator (for students), their immediate supervisor, Union representative, or Human Resource Services Consultant (for staff) for information about the resolution process and/or details of this procedure.

The Director, LRCs or designate will keep a detailed written record of the facts and circumstances related to the alleged offence including date(s), time(s), location(s) and witness (es). This information may be of assistance when/if the concern is pursued.

STEP 2

An informal discussion, led by the Director, LRCs, with the parties is recommended at this stage of the process. The College has an obligation to educate and inform its staff and students about Copyright and the College's Copyright Procedure.

An informal discussion or information sharing session with the respondent may be all that is needed to resolve the complaint dependent on the severity of the infraction.

This discussion will serve as an informal notice or warning of the complaint to deter the respondent from repeating the offence again in the future.

The Director, LRCs, will prepare and keep a written summary of the Step 2 process.

This step will be skipped if the respondent has offended in the past.

STEP 3

In the event informal discussion with the complainant does not lead to resolution of the complaint, and the abuse of copyright continues, a more formal process is required.

As soon as possible after completing Step 2, the Director, or designate, in concert with the immediate supervisor (employee) or Program Co-ordinator (student), will contact the respondent and give the respondent a copy of the documented complaint.

If the complaint is resolved at any stage in the process or the College determines that no further action is required, the Director may terminate the complaint procedure. To record the termination of the complaint procedure, the Director will: facilitate the signing of a resolution statement/agreement by both parties, and give copies to the complainant and the respondent. The Director will keep the resolution statement/agreement on file for three years.

STEP 4

The Director will request adjudication by a College Adjudication Panel (Panel) if resolution steps 2 and 3 have not resulted in a resolution of the complaint.

After reviewing the process thus far, the appropriate Vice President (Information Services and Educational Resources, in the case of staff, and the VP Academic, in the

case of students), or designate will establish adjudication by a College Adjudication Panel if resolution steps 2 and 3 have not resulted in a resolution of the complaint, and will appoint a chair. In these cases, the Panel may be asked to recommend immediate and long-term action to avoid further non-compliance of copyright.

The Adjudication Panel will convene within twenty-one (21) calendar days of the recommendation of the Director. Extensions to this time line will be considered under extenuating circumstances.

The Vice President or designate will select three individuals to form a Panel; one from the College, one from the respondent's constituent group and one College designee as Chair.

The role of the Panel is to formally adjudicate a resolution to the complaint. The Panel will have access to all information available concerning the case subject to the Freedom of Information and Protection of Privacy Act if applicable.

Fourteen calendar days before the hearing, the Chair will advise that statements are required from the complainant(s) and respondent(s) summarizing their positions, their perceptions of the essential issues of the case, the resolution outcome each desires, and any witnesses or special evidence they wish the Panel to hear or consider.

The Chair or designate will communicate any information regarding the scheduling of the Panel and the adjudication process to the complainant and the respondent.

One person of his/her choice, other than a witness may accompany the respondent when meeting with the Adjudication Panel. The respondent is responsible for arranging his/her own support persons.

The Chair of the Panel will prepare a list of witnesses and will inform witnesses, the respondent and panel members, on the list of the adjudication process, the schedule and, generally, the role of witnesses at an Adjudication Panel hearing.

Except for the attendance of persons directed involved in the Panel, all proceedings are closed. Witnesses will not be permitted in the room until their testimony is needed. They will leave the proceedings after their testimony is completed.

During the Panel meeting, the Chair will

- facilitate the adjudication process,
- call upon the Director, LRCs to give a full report on his/her investigation,
- ask the complainant and respondent to make their statements verbally,
- ask any witnesses to speak,
- consider pertinent documents and witness statements,
- and facilitate discussion among the Panel members.

The Panel will make the final recommendation to the Vice President with respect to whether a violation of behaviour proscribed by the Copyright Procedure has occurred.

The standard of proof will be a balance of probabilities. If the decision of the Panel is not unanimous, the decision of the Chair will prevail.

The Chair, with input from the panel, recommends a resolution outcome for the complaint, resolution processes, and any sanctions or remedies.

The Chair will prepare a resolution report to summarize the facts of the case, the panel's findings and the final decision. The report will be sent, within 5 working days, to the Vice President responsible for ensuring the enforcement of the outcome. The Chair will inform the complainant and the respondent of the final decision within working 5 days. If sanctions are to be applied, the complainant will not be given the specific details.

STEP 5

Respondents and complainants may only appeal a final decision if either party identified procedural mistakes that fundamentally affected the final decision.

Respondents and complainants have 15 calendar days from receipt of the Chair's written decision to appeal alleged procedural mistakes.

Appeals will be made in writing to the President.

The President or designee within 20 calendar days of receiving the appellant's request will inform the appellant in writing of the appeal outcome.

The appeal decision is final and will be implemented by the College.

FOOTNOTES:

1. Computer programs may be subject to patent protection in some jurisdictions.
2. The maker of a sound recording has a copyright in the sound recording and has the sole right to publish that recording for the first time, to reproduce it in any material form and to rent it out.
3. Broadcasters have copyright in communication signals consisting of, among other things, the sole right to fix that signal and to perform a signal in a place open to the public upon payment of an entrance fee (for example, when bars advertise boxing or wrestling matches) or to authorize such uses.
4. Rights in a performance include the right to communicate the performance to the public by telecommunication, to fix that performance, to make copies of that fixation, rent out a sound recording of it.
5. A college professor cannot distribute copies of a work to students for study because that does not constitute 'private' study.
6. This list is not exhaustive.
7. The reproduction must be solely for the person's own use, and that the copy must be erased when the person ceases to be the owner of the copy of the program.
8. Society of Composers, Authors and Music Publishers of Canada
9. Your current Video/TV/Radio Copyright Information summarizes this information.
10. There are two options - a comprehensive tariff and a transactional tariff. For more information, see the Association for Media and Technology in Education in Canada

<http://www.amtec.ca/site/copyright/issues/ERCCDecision.html> , or the Copyright Board of Canada <http://www.cb-cda.gc.ca/decisions/educational-e.html> .

11. Section 80
12. Audiocassettes of 40 minutes or more in length, recordable audio CDs and MiniDiscs
13. The private copying levy does not currently apply to blank DVDs, removable memory cards or removable micro hard drives as per a decision of the Copyright Board in December 2003.

Georgian College of Applied Arts & Technology

Administration

Effective Date: 83.07.07

Procedure # 2-104

Revision Date: 91.09.26

Second Revision Date: 04.08.24

COPYRIGHT POLICY AND PROCEDURE

Prepared by: P. Hull

1st Revision Prepared By: _____

2nd Revision Prepared By: Katherine Wallis

Recommended By: College Planning Committee

Date: July 7, 1983

Recommended By: College Planning Committee

Date: September 13, 1991

Recommended By: College Planning Committee

Date: October 27, 2004

Approved By: Brian Tamblyn, President

Retrieved from "http://library.georgianc.on.ca/About/Policies/Copyright_Policy"

Appendix K

Intellectual Property Procedure for Online Courses

- System administrators verify, written or verbally, with the course owner that they can view course content when needing to assist with issues or questions about functionality or errors

- Deans are allowed to view content in these circumstances with written notification to Blackboard system administrators:

- Course owner gives written permission or,

- course or grade appeals, plagiarism or other misconducts or,

- medical emergencies

- Access to someone else's course shell is provided in these circumstances with written notification/permission:

- Previous or current course owner gives written permission

- Dean provides written permission to Blackboard system administrators that extenuating circumstances (e.g. a medical emergency, previous course owner has left the college employ) necessitates a new course owner or the Dean have access to any existing grades in a specific course(s). A new course shell with the existing students and grades will be created for the new course owner. Existing course content and lesson materials will not be made available without explicit permission as stated above. Should this access not be sufficient, the Dean has the option to appeal to the Vice President, Academic and one of the President, Vice President, or Chief Steward of the academic local. The decision reached will be communicated in writing to the Blackboard system administrator(s).

- Co-teaching a course or sharing course content, e.g. program-based, shared course content

- Community partners (e.g. guest speakers) are granted access to the course with the written permission of the course owner. Examples could include external users for accreditation, Ministry staff for program approval/accreditation, or industry members performing an audit to ensure currency of content.

Rationale:

- Ensure principles are identified, established and followed.

Comments / Notes:

- Written permission can be paper-based or email.

Revision Date: December 2006

Accepted at Academic College Union: xxx 2007

Appendix L

Intellectual Property Procedure 1-130

GEORGIAN COLLEGE OPERATING PROCEDURES

Effective
Date: 08.31.09

Responsible
Department: Office of the VP Academic

Procedure
Number: 1-130

INTELLECTUAL PROPERTY

PURPOSE This policy is to outline Georgian College's position on the creation and development of works of intellectual property within the College, the ownership of intellectual property within those works, academic recognition and revenue sharing of proceeds from commercialized intellectual property created and developed within the College.

SCOPE All students, faculty and employees, full time or part time and any external creators of intellectual property who develop material on behalf of the College and who are not covered by other agreements.

RATIONALE Georgian College strives to encourage, promote and foster innovation, the sharing of ideas and the creation of knowledge in activities engaged in by its faculty, employees, students and external associates.

DEFINITION Intellectual Property (IP) includes all of the interests and rights to copyrights (whether or not registered); trade names and trademarks; patents and pending applications for patents (whether Canadian or foreign issue); rights of publicity; franchises and all technology rights and licenses, including computer software and all proprietary know-how, trade secrets, inventions, discoveries, developments, research and formulae, whether or not patentable; and all other proprietary information or property relating to works created at the College, and any modifications related to the above.

GENERAL PRINCIPALS:

Copyright: Copyright is the legal protection of literary, dramatic, artistic, and musical works, sound recordings, performances, and communications signals. Copyright gives creators the exclusive right to use and reproduce their works. It is an infringement to do anything that only the copyright owner has the right to do, unless the owner's permission is given. The "fair dealing" clause in the Copyright Act allows an individual to make a copy of a work without the permission of the copyright owner for the purposes of private study, research, and criticism, review or news reporting. Within the interpretation of the Copyright Act, if a work is created in the course of employment, the employer holds the copyright, except where an agreement to the contrary exists.

- Ownership:** Georgian College values the sharing of ideas, scholarly activity and the creation of knowledge, and as such believes that creators should retain ownership of IP rights in the course of teaching and research activities. Two situations are exempt:
- a. Assigned Tasks:** Works created or modified by College employees as assigned tasks in the course of their normal employment, and which are intended to assist in the operation, administration and/or management of the College's business, including course outlines, laboratory manuals, course syllabi, course maps, course outlines, graduate profiles, learning outcomes, examinations, policies and procedures, marketing publications, databases and computer software. Copyright for such materials is vested with the College.
Materials such as learning objects (in any media) created for teaching concepts (course/lecture notes), lesson plans and research belong to the Creator and can only be shared with others with the Creator's permissions. In case, a learning objects depository is established at the College or the College joins a pre-existing depository in the future, signed, informed consent by the Creator will be necessary.
 - b. Sponsored or Contract Research Activities:** the IP developed in works created under a sponsored agreement or contract will be owned as per the agreement or contract, and may supersede this policy.
- Contributions:** All contributors (contributions could include ideas, expression, form, design, computer code, criticism, financial support) to *scholarly* works should receive appropriate recognition for their contributions as either a creator, or through an acknowledgement or citation. The College, because of its capacity as host, facilitator and supporter of scholarly works should be recognized for its contribution.
- Moral Rights:** The College will respect the mortal rights of creators of works whether the College owns the IP rights, or not. The creator or author of a work has the right to request, where reasonable, to be given recognition of the work by name or by pseudonym; to remain anonymous or to choose not to be associated with any modification of the work that is perceived to be prejudicial to his/her honour or reputation. The creator's moral right to the integrity of the work is infringed only if the work is distorted, mutilated or otherwise modified or mutilated, or used in association with a product, service, cause or institution. College staff and students are expected to respect the College's Copyright Policy 2-104.
- Conflict of Interest:** Conflict of interest exists when students are required to purchase teaching materials in which the instructor has a commercial interest. If the copyright is held by a publisher at arm's length, the instructor(s) must declare a conflict of interest to the appropriate department Coordinator. If the copyright is not held at arm's length, the material will be sold at cost. The

adoption of employee-owned works in College course materials will be made only with the prior approval of the appropriate Dean. See 4-126.

**Significant
College**

The use of offices, staff-assigned computers and software, Centre for Teaching and Learning resources and library resources are generally not considered significant. The use of teaching labs and equipment are generally considered significant. The guiding factor in both cases is the amount of each resource required, and agreement must be made between the College and its faculty and/or staff prior to development of IP.

GEORGIAN COLLEGE OPERATING PROCEDURES & PRACTICES

Intellectual Property

Academic

New Procedure

Prepared by: Linda Love

Presented to: Academic Council 08.31.09
Date

Approved By: Brian Tamblyn 03.31.10
College President Date

Effective Date: 08.31.09