



## MEETING OF THE PLANNING COUNCIL FOR OPEN LEARNING

Wednesday, April 24, 2024

1:30 PM – 3:30 PM

**MS Teams**

### AGENDA

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1. **CALL TO ORDER** — G. Balfour
  - a. Territorial Acknowledgment

Page 1    2. **ADOPTION OF AGENDA**

Page 3    3. **APPROVAL OF MINUTES**

- a. Minutes of January 17, 2024

4. **REPORTS OF OFFICERS**
  - a. Provost and Vice-President Academic (Information) — Gillian Balfour

5. **OPEN LEARNING REPORT TO PCOL**
  - a. Open Learning Update (Information) — Paul Martin

Page 6    6. **BUSINESS**

- a. TRUly Flexible Delivery glossary (Discussion) — Gillian Balfour

**To be  
circulated**

7. **OPEN LEARNING PROGRAMS/COURSES**
  - a. PCOL Report (Information) – Paul Martin

**8. NEXT MEETING DATE**

- a. The next PCOL meeting is scheduled to be held on November 6, 2024, 1:30-3:30pm, by Teams.

**9. TERMINATION OF MEETING**



## MEETING OF THE PLANNING COUNCIL FOR OPEN LEARNING

Wednesday, January 17, 2024

1:30 PM – 3:30 PM

**MS Teams**

### MINUTES

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#### **Present:**

Gillian Balfour (Chair), Greg Anderson, Yasmin Dean, Katia Dilkina, Randall Kimmel, Titi Kunkel, Brian Lamb, Michelle Lamberson, Amy Tucker

#### **Regrets:**

Julie Longo, Maureen Wideman

#### **Absent:**

Md Navedul Islam, John Sparks

#### **Executive and Others Present:**

Paul Martin (Director, Curriculum Development and Delivery, Open Learning), Mark Wallin (Associate Dean, Curriculum Development, Faculty of Arts), Charlene Myers (Manager, University Governance), Lynda Worth (University Governance Coordinator)

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### 1. CALL TO ORDER

G. Balfour, chair of the Planning Council for Open Learning, called the meeting to order at 1:31 p.m.

#### a. Territorial Acknowledgment

G. Balfour delivered the territorial acknowledgment.

#### b. Introduction of new Planning Council members

G. Balfour welcomed three new Council members, Md Navedul Islam (elected Open Learning Student), Katia Dilkina, and Amy Tucker (elected Open Learning faculty members).

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## 2. ADOPTION OF AGENDA

G. Balfour noted that agenda item 5.a. would need to be dealt with prior to 2:30p.m. as M. Wallin, who was presenting information for that agenda item, needed to leave by that time. She also indicated that agenda item 4.a.i. (TRU Flexible Learning Spectrum: Evolving Opportunities) was simply for background information, as it had been presented at the previous meeting.

*On motion duly made and adopted, it was **RESOLVED** that the agenda for the PCOL meeting of January 17, 2024 be adopted as amended.*

## 3. APPROVAL OF MINUTES

- a. Minutes of April 12, 2023

*On motion duly made and adopted, it was **RESOLVED** that the minutes of the PCOL meeting of April 12, 2023 be approved as circulated.*

## 4. REPORTS OF OFFICERS

- a. Provost and Vice-President Academic

G. Balfour delivered her report, speaking about several matters, including an update on the TRU flexible learning spectrum in conjunction with P. Martin, Prior Learning Assessment and Recognition (PLAR), the TRU credit bank, and Open Press. Discussion ensued.

- b. Open Learning Update

P. Martin provided an update from Open Learning, including student engagement initiatives and the course redevelopment initiative.

## 5. OPEN LEARNING PROGRAMS/COURSES

- a. Open Learning Report to PCOL

P. Martin delivered the Open Learning Report to PCOL, which contained three items for approval, namely changes to course prerequisites for 3 courses. A motion was moved and seconded with regard to the proposed revisions to CRIM 4991 and SOCI 4991.

*On motion duly made and adopted, it was **RESOLVED** that the changes to the required prerequisites for CRIM 4991 (Directed Studies in Criminology) be approved as circulated.*

*On motion duly made and adopted, it was **RESOLVED** that the changes to the required prerequisites for SOCI 4991 (Directed Studies) be approved as circulated.*

A motion was moved and seconded with regard to the proposed change to the course prerequisites for PSYC 2111. Discussion ensued, including around whether to withdraw or postpone the motion in order to seek further information about the proposal.

*On motion duly made and adopted, it was **RESOLVED** that the motion related to the proposed revisions to PSYC 2111 (Research Methods and Psychology) be postponed and that the Psychology Department be asked to provide a written report to PCOL containing the following information:*

- *the student profile for the course*
- *the reasons within open learning or online delivery of programs that this change is necessitated (other than campus alignment)*
- *the structure and design of the course in relation to statistics that may be standing in the way of student success and whether there are other ways of students achieving the net proposed prerequisite.*

## **6. NEXT MEETING DATE**

- a. The next PCOL meeting is scheduled to be held on April 24, 2024, by Teams.

## **7. TERMINATION OF MEETING**

As there were no further agenda items, the meeting terminated at 2:32 p.m.

## **Flexible Delivery overview and glossary**

### **Our goal**

For TRU to offer a full continuum of quality programs and courses via the most appropriate Flexible Delivery options to meet the needs of students, programs, and certification standards.

### **Why Flexible Delivery Matters for TRU**

- Responds to needs and expectations of a broad range of learners
- Increases student access, retention, and success
- Grows diversity of program and course offerings
- Recognizes that students taking Open Learning asynchronous programs and courses currently account for 37% of TRU's domestic enrollment and more than 50% of the TRU student body
- Provides better integration of existing Open Learning and in-person offerings for a more seamless management of programs at the Department/Faculty level and to improve student learning opportunities
- Ensures TRU meets its Provincial mandate, as outlined in the TRU Act
- Creates opportunities to expand the array of modalities available to all TRU learners
- Provides enrollment and financial impact (especially domestic enrollment)
- Enhances reputation and reach of TRU
- Opens new pathways at TRU for the Scholarship of Teaching and Learning (SoTL)

### **Expanding Flexible Delivery options**

By adding and supporting three new delivery modalities, TRU will create a greater array of flexible learning options for students. We anticipate students in most programs being able to move seamlessly among the following modalities on a course-by-course basis:

- In-person Delivery
- Blended Delivery (new)
- Hybrid Delivery (new)
- Online Synchronous Delivery (new)
- Open Learning Asynchronous Delivery

### **Key Operational and Pedagogical Considerations**

To proceed with the addition and implementation of new modalities, these important operational and pedagogical needs must be considered:

- Faculty guidance from CELT and the Learning Technology and Innovation team as well as enhanced support from Information Technology Services will be vital to faculty success in facilitating learning in these modalities.
- As per ED 8-0, courses must maintain the same number of required contact hours regardless of modality. Blended, Hybrid, and Online Synchronous courses must not result in contact hours being added or reduced for the student or to faculty workload.
- The Hybrid delivery modality will require the use of classrooms equipped with the appropriate educational technology to allow for synchronous participation and

collaboration by students in the classroom and online without disadvantaging either group. This will require investment in classroom technology infrastructure and the designation of certain classrooms to be hybrid capable.

- Availability of workspace must be considered for students who may need to move between multiple delivery modalities in a single day. If there is insufficient space available on campus for students to move seamlessly between, say, in-person and hybrid or online synchronous courses, then this may have a negative impact on student success and, ultimately, on student enrollment in flexible delivery courses.
- While Open Learning asynchronous courses are easily identified because of their numbering, the course calendar and registration system will also need to clearly differentiate which courses are in-person, blended, hybrid, or online synchronous.
- For a TRUly flexible learning model to be achieved, TRU should strive, where possible, to have multiple delivery options available in situations that will benefit students and advance strategic institutional priorities.
- A communications strategy will need to be developed for faculty members and departments, and then for students, to introduce and explain the new delivery modalities. This will be key to success of the TRUly flexible learning plan.

## **FLEXIBLE DELIVERY MODALITIES**

Academic oversight and responsibility for all TRU courses and academic programs is held by the respective Faculty or School regardless of the delivery modality.

### ***In-person delivery***

In-person courses require instructors and students to be physically present in the same place at the same time. These courses are highly interactive and draw consistently on advantages provided by the co-presence of learners and instructors in a classroom setting, such as opportunities for group work and discussion.

In-person courses may use technologies such as learning management systems (LMS) to enhance interactivity or content delivery (e.g., flipped learning) but all scheduled contact hours occur in-person.

Course content for in-person delivery is developed and delivered by the campus faculty member (TRUFA) teaching the course. Copyright is retained by the TRUFA member(s) who created the content.

### ***Blended delivery***

Blended learning provides a balance of two delivery modes: (1) in-person classroom instruction, in which the instructor and students are physically co-present, and (2) online delivery, in which the instructor and students are not physically in the same place but instruction and/or course activity still occurs synchronously.

Blended learning works to maximize the affordances of each modality, often, though not exclusively, using in-person delivery for active learning and group work, versus online instruction for content delivery or other activities that use educational technology tools such as the LMS. Importantly, the combined class time each week of in-person plus online learning must not exceed the equivalent class time scheduled for fully in-person courses.

(Adapted from the 2013 report of the TRU Committee on Blended Learning)

Course content for blended delivery is developed and delivered by the campus faculty member (TRUFA) teaching the course. Copyright is retained by the TRUFA member(s) who created the content.

#### ***Hybrid delivery***

Hybrid delivery allows students to participate synchronously, either in person or online. Students typically cannot move between the two modalities. Hybrid delivery courses are designed to provide a flexible option for students on campus and for distance students who wish to attend classes synchronously online without being disadvantaged.

Hybrid courses must be delivered in classrooms specially equipped to provide synchronous audio and video access for equal participation opportunities to students attending remotely. Hybrid delivery also requires specialized pedagogical approaches by faculty members so that they can teach effectively across both environments simultaneously.

Course content for hybrid delivery is developed and delivered by the campus faculty member (TRUFA) teaching the course. Copyright is retained by the TRUFA member(s) who created the content.

#### ***Online synchronous delivery***

Online synchronous courses are delivered entirely online in a live, synchronous format with the same academic schedule and contact hours as in-person courses. Students and their instructor are co-present in a synchronous online environment and participate in ways similar to an in-person course.

Course content for online synchronous delivery is developed and delivered by the campus faculty member (TRUFA) teaching the course. Copyright is retained by the TRUFA member(s) who created the content.

#### ***Open Learning asynchronous delivery***

Open Learning courses are designed so that students can learn and participate at their own pace. These courses are asynchronous and provide maximum flexibility for learners. Students in online asynchronous courses are supported in their studies by Open Learning Faculty Members



or OLFMs (TRUOLFA) who respond to student questions and assess student work. Student interaction with OLFMs and other students occurs asynchronously, without scheduled contact hours.

Some Open Learning asynchronous courses are “paced” and follow a regular semester schedule, with fixed start and end dates. Others offer continuous entry, allowing students even more flexibility in start dates and up to 30 weeks to complete their course.

Open Learning asynchronous courses are primarily delivered via the LMS. There are also a limited number of courses delivered via print and a handful of connected Open Learning lab or practicum courses that are required to be delivered synchronously in person.

Course content for Open Learning asynchronous delivery, including for in-person lab and practicum courses, is created in advance of course delivery by a TRU course development team that includes subject matter experts, instructional designers (TRUFA), editors and copyright staff, and a media and production team. Copyright is retained by TRU.

### **EXEMPLARS AND RESOURCES**

To help support the offering of courses in new modalities, exemplars and templates will be shared for each proposed modality. Additional resources will be created for students to help prepare them for success in these new type of courses.

Sample template for TRU Blended delivery courses:  
<https://moodle.tru.ca/course/view.php?id=53956>

## Course Template for Blended Learning

Course Settings Participants Grades Reports More ▾

▾ Start Here

Collapse all



Image: © AYSIA - stock.adobe.com

**[Instructor: Please replace image and attribute appropriately. Free photos can be found [here](#).]**

**Welcome to COURSE CODE AND NAME**

DRAFT

## Appendix 1 - TRUly Flexible Learning Decision Points Worksheet (DRAFT)

Faculty \_\_\_\_\_

Decision Level (Faculty or School/Program/Course) \_\_\_\_\_

### Flexible Learning Vision

For TRU to offer a full continuum of quality programs and courses via the most appropriate Flexible Delivery option to meet needs of the students, programs, and certification standards.

### TRUly Flexible Learning Continuum of Delivery Modalities

#### Modalities currently supported (check all that apply)

- In-person delivery
- Blended delivery
- Hybrid delivery
- Online synchronous delivery
- Open Learning asynchronous delivery

#### Modalities that could be supported (check all that apply)

- In-person delivery
- Blended delivery
- Hybrid delivery
- Online synchronous delivery
- Open Learning asynchronous delivery

### Suitability of each modality for the Faculty or School/Program/Course

[e.g. Do many students in the course/program commute from a great distance or do many live on campus or in close proximity? Does the program/course have many courses that require lab or shop time? Are there courses that would be ideally suited for delivery in one or more of the new modes or via Open Learning? Are there courses that can only be completed in person? Would courses in a particular modality increase or decrease accessibility challenges for students? Have students been calling for more flexible options for particular programs/courses?]

### Professional learning supports

[e.g. To begin offering courses in one or more of the new modalities would access to general workshops and resources created by the Learning Design and Innovation and/or CELT teams be sufficient or would specialized support be required for your course/program/department?]

### External regulatory or accreditation requirements

[i.e. Are there any regulatory or accreditation requirements that necessitate or limit the teaching of courses in a particular modality?]

### **Technology needs**

[e.g. Would faculty need additional hardware or software to teach or deliver courses in one of the new modalities? Do students have adequate access to technology and highspeed internet required for courses in some modalities?]

### **Impact of Delivery Modalities on Facilities**

[e.g. Is sufficient classroom space equipped for hybrid delivery? Are there any space utilization benefits to be realized with blended delivery? Is sufficient space on campus equipped for student participation in online synchronous delivery?]

### **Scheduling and registration**

[e.g. Would offering courses in particular modalities create new opportunities or challenges for scheduling?]

### **Sustainability and Faculty or School/program/department capacity**

[e.g. Is there sufficient capacity and enrolment to offer courses regularly in more than one modality? Are there particular courses that would be easier to offer regularly in a variety of modalities than others?]