Teaching and Learning Framework
Effective April 2017
1.0 Introduction

Globalization, technological innovations, demographic shifts, resource constraints, changing labour market needs and student expectations are transforming all facets of higher education from organizational structures to curriculum development, design and delivery. Traditional teaching approaches are being challenged by today's learners who seek greater flexibility and customization. The impact of these influences presents both challenges and opportunities for postsecondary institutions; as they adapt to the changing environments and identify innovative ways to continue to deliver quality education.

This Teaching and Learning Framework identifies our commitment, defines flexible and customizable learning and incorporates core values and guiding principles, to enable Cambrian College's teaching and learning community to "drive creativity, innovation, knowledge, and community engagement through teaching and research," as directed by the Ministry of Training, Colleges and Universities.1 This Framework, which is congruent with the College's 2015-2020 Strategic Plan, aims to put "students first by providing the best possible learning experience for all ...learners in an affordable and financially sustainable way, ensuring high quality and globally competitive outcomes for students..." 2

2.0 Context

To realize our corporate vision to Imagine, Inspire, Innovate; and to implement our strategic priority to provide continuous access to flexible and customizable learning experiences, Cambrian College emphasizes excellence in teaching, as well as innovative, effective, and engaging learning experiences for all students at every academic level.

The purpose of this document is to provide a framework for achieving this vision and strategic priority through the teaching and learning activities at Cambrian College. The Teaching and Learning Framework represents the ideals or standards to which the teaching and learning community at Cambrian College aspires.

Our commitment is to offer every student a customizable learning experience within a flexible learning environment.

The Framework is designed to articulate Cambrian's commitment to build on our strengths and to support, align and execute the goals and actions of the strategic plan as they relate to teaching and learning.

The Framework will accomplish this through an inclusive and collaborative approach engaging all involved in the teaching and learning process.

FLEXIBLE & CUSTOMIZABLE LEARNING

To ensure we have a common understanding of flexible and customizable learning environments, we have developed the following definitions:

Flexible Learning Environments

Cambrian College defines a flexible learning environment as one that:

- Increases access and embraces the principles of Universal Design for Learning3
- Offers students a variety of options in terms of pace and place of study, while remaining compliant with governing standards
- Connects teachers, learners, industry and the broader community as key partners in the learning process
- Recognizes and supports lifelong learning

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1 & 2 Ontario’s Differentiation Policy Framework for Postsecondary Education, November 2013
3 http://universaldesign.ie/What-is-Universal-Design/7-Principles; Centre for Excellence in Universal Design
Customizable Learning Experiences
Cambrian College defines customizable learning as experiences that:

- Recognize the needs of our diverse learning community
- Provide pathways to personalized learning
- Incorporate multiple modes of delivery, diverse teaching approaches, multi-modal assessments, media-rich communication tools and technology enhancements

3.0 Roles and Responsibilities

President
The president is responsible to the Board of Governors to provide leadership to, and be accountable for, the implementation of the college’s strategic priorities and objectives as approved by the Board.

Senior Team
The senior team is responsible for ensuring each division from academics to finance and administration has appropriate processes, policies, structures, and resources in place to support the teaching and learning environments of the College. This team is also responsible for ensuring the strategic objectives in support of teaching and learning are aligned with this Framework.

Vice President, Academic
The Vice President, Academic is the senior team leader of the academic division and is responsible for ensuring all academic programming, policies, procedures, resources, and supports are consistent with and support the Teaching and Learning Framework; and that the outcomes for the latter complies with College, Ministry and other directives and standards.

Academic Leaders (Deans, Directors, Chairs)
The academic leaders are responsible for leading the development and implementation of action plans and programming that support the direction of the Teaching and Learning Framework. This group must work collaboratively with all groups directly and indirectly involved in supporting the teaching and learning environments.

Faculty
Faculty are the course and program content experts and have the responsibility to work collaboratively with all involved in teaching and learning to identify, develop, and utilize the resources, supports, policies, and procedures they need to develop, deliver, and assess quality programming within flexible and customizable learning environments. This group must take an active role in their professional development to ensure their skillset and knowledge remains current and relevant.

Academic Support Services
The Academic Support Services are responsible for working collaboratively with each other as well as the Academic Division to ensure the appropriate resources, policies, and processes are in place to support the teaching and learning environments.

Learners
Learners are a partner in the learning environment and have the responsibility to actively participate in the learning process. This group is also responsible for ensuring they utilize the various resources, supports and services available to help them succeed
4.0 **Values and Guiding Principles**

These values and principles will guide the decisions and actions around teaching and learning at Cambrian College.

**COLLABORATION – To maximize the contributions of all**
- Foster a spirit of community and trust to advance open and respectful communication with colleagues, faculty, staff, and students
- Promote team work and interdepartmental communication and sharing to support continuous performance improvement
- Champion a culture of shared ownership to build community among members of the teaching and learning community
- Engage stakeholders to build positive and robust relationships that focus on quality teaching and learning experiences

**RESPECT - To enhance every experience for the greater good**
- Create a safe, collegial, and supportive working and learning environment to enhance connectivity and engagement within the teaching and learning community
- Embrace cultural diversity and promote inclusivity to enable all to thrive and achieve desired goals
- Communicate in a manner that promotes respectful, honest, positive, and open-minded conversations to stimulate continuous engagement
- Recognize and value the contributions of all involved in the teaching and learning process to encourage ongoing individual and collective development

**INNOVATION – To unlock unlimited possibilities**
- Foster risk taking and experimentation to advance the teaching and learning experience
- Develop teaching and learning approaches to support what already exists, nurture what is emerging, and embrace what is new
- Provide training and on-going support to sustain new and existing uses of technology and other tools in the teaching and learning environment
- Meet the needs of learners and industry

**LIFELONG LEARNING – To advance continuous improvement**
- Promote a culture of self-assessment and reflection to build confidence for embracing change
- Encourage reflective practice to discover opportunities for growth
- Provide professional development opportunities to support professional and personal goals
- Share knowledge, explore opportunities, or conduct research to nurture the ongoing development of teaching competencies

**EXCELLENCE – To drive quality through accountability**
- Foster a culture of learner centered education to create the best possible learning experiences
- Employ the use of learner centered approaches in teaching and learning through research, innovative pedagogy and technology
- Inspire scholarly teaching to enhance the teaching and learning experience
- Employ continuous assessment to foster development and delivery of high quality curriculum
5.0 Teaching and Learning Framework Assumptions

This framework has been developed on the following key assumptions:

1. All academic processes will continue to conform to and comply with the Ontario College’s Quality Assurance Service standards.
2. All programs will continue to align and comply with program management standards and principles as established by both the Ministry and the College.
3. All current processes that impact teaching and learning will be examined and modified as is feasible to support a flexible learning environment.
4. All programs/courses that are accredited by external bodies will continue to comply with the necessary accreditation/certification requirements.
5. As per the 2015-2020 Strategic Plan, the college is committed to providing the resources and training to support the move towards a flexible learning environment.

6.0 Key Components of a Teaching and Learning Environment

Teaching and learning relates to all the elements involved in the direct support of the learning environment. Teaching and Learning are broken down into five key areas:

1. Content
2. Medium of Delivery
3. Teaching Method/Activities
4. Teaching Resources
5. Employee Learning (required for new and existing faculty)

1. **Content** means the curriculum. It is the program of study designed to achieve specific learning outcomes/learner competencies. It may include:
   - Program vocational outcomes and course learning objectives;
   - Course/lesson plans;
   - Suggested teaching and learning activities;
   - Instructional materials: course overviews, course outline, course resources such as textbooks, eLearning resources, study guides, workbooks, learning activities, videos, social media tools, practice exercises, reference materials, website links, etc.;
   - Assessment instruments/tools: grading rubrics, assignments, tests and quizzes.

2. **Medium of Delivery** means the setting in which the content is delivered. Mediums can be synchronous asynchronous, or blended and may include:
   - Classroom
   - Online
   - Synchronous Conferencing
   - Hybrid
   - Independent
   - HyFlex
   - Placements/Co-ops/Clinical/other experiential learning

3. **Teaching Methods/Activities** are techniques faculty use to teach the content to students via a selected medium. Some methods work better than others when it comes to delivering certain content and contexts. These methods can range from how to engage students who are joining a class via video conferencing to how to facilitate and monitor a blog for asynchronous discussion. These methods/activities include both technological strategies and those pedagogical in nature.
4. **Teaching Resources** are the physical and digital resources the College provides to facilitate the pedagogical and technological and learning strategies. Resources include faculty, course equipment and supplies, spaces, technology, and supports required for both the faculty and learner.

5. **Employee Learning** includes the necessary foundational and ongoing development and training that needs to be provided to faculty. Employee learning requires pedagogical training (including classroom management or community building), technological training, as well as industry specific technical skills.