



**OCAD University Hybrid and Online Learning Framework  
June 2020 – June 2022**

**June 18, 2020**



# OCAD University Hybrid and Online Learning Framework

## June 2020 – June 2022

### Overview

#### Flexibility and Resilience Amidst Global Disruption

OCAD University's Hybrid and Online Learning Framework aims to engage the university community in a collaborative process that provides equal educational opportunities to diverse learners. While it responds directly to our existing Academic Plan goals around inclusive teaching, technology-enabled learning and student mobility, the framework is explicitly situated within the current period of global disruption and uncertainty that may continue into the foreseeable future; the goals are therefore to build flexibility within our teaching and learning environment to optimize our institutional response to changing conditions and to highlight our shared priority of accessible and inclusive education for all. As we continue to value the strengths of studio pedagogy, including learning-through-making and collaborative and dialogical approaches, we remain empathetic, resilient and adaptive to current circumstances.

#### Enhancing Institutional Knowledge for Discipline-Specific Online Learning

The framework takes a faculty-driven approach that focuses on providing professional learning opportunities, facilitated course development, and technical and pedagogical support to enable faculty to develop engaging, student-centred hybrid and online courses that are appropriate to the specific needs and pedagogical approaches of their disciplines. While implementation of the framework will take a coordinated approach to providing resources, support and technology tools to ensure consistency across Faculties, programs and student experience, the integration of hybrid and online curriculum delivery models will be determined by faculty and program Chairs in the context of their programs and disciplines. Implementation will be evaluated through program monitoring, analysis of institutional data and pedagogical research that critically assesses the quality, accessibility and inclusivity of our hybrid and online courses for student learning and engagement.

#### Decolonizing, Inclusive and Accessible Learning Environments

The Hybrid and Online Learning Framework reaffirms our Academic Plan commitments to decolonizing, equity and inclusive teaching. Throughout its implementation, we will explore new pedagogical approaches to reach all our learners as we continue to develop decolonizing practices in an online and hybrid environment. To enable this approach, the framework includes nine key commitments that will broadly guide the university's development of hybrid and online learning and that focus on removing barriers to learning through flexible, accessible course design. These nine commitments proceed from the recognition that technology is not neutral; it can both produce barriers to student learning and participation through differential access to technology and technology infrastructure, and it can help us to integrate flexibility and accessibility into our curriculum that address situational barriers to student learning, e.g. geography, commute times, disability, illness and childcare. We will realize these commitments across all Faculties and Graduate Studies and all programs and course types, in ongoing



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dialogue with and involving all members of the university community. In collectively taking up these commitments, we will ensure that all OCAD U students encounter accessible, inclusive learning environments and curricula that are responsive to their embodied experiences, linguistic and cultural contexts, circumstances and learning goals.

### Consultation and Community Engagement

The Hybrid and Online Learning Framework was sponsored by the Office of the Vice President, Academic and Provost and developed by the Faculty & Curriculum Development Centre with contributions from IT Services and faculty and staff from across the university. It was approved unanimously by the Academic Emergency Response Committee on June 19, 2020 and will guide the university's approach to the development of hybrid and online learning during the period of June 2020 – June 2022.

As part of the implementation of the framework, program and discipline-specific hybrid and online curriculum delivery models will be evaluated and documented, and promising practices for hybrid and online learning in art and design education will be identified and shared broadly with the university community through curriculum discussions and pedagogical research and knowledge dissemination activities. Implementation of the framework will be reviewed by Senate after one year.



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### Context and Approach

During the course of the campus closure due to COVID-19, the OCAD University (OCAD U) community has come together to offer valuable and meaningful curricular, co-curricular and non-credit online learning experiences for our students that creatively take up the constraints, dilemmas and opportunities of teaching at this current moment. Through this process, we have discussed and debated a wide range of pedagogical, practical and ethical concerns. We continue to affirm the importance of face to face teaching and learning, recognizing the integral value of on campus curricular and co-curricular community-building and learning experiences across the variety of different teaching contexts at OCAD U, from seminar to studio, undergraduate to graduate. At the same time, new and innovative approaches to art and design education are emerging through this space of dialogue and change. By mobilizing this emergent vision, and grounding it in our Academic Plan goals and the teaching models and pedagogical commitments of OCAD U faculty, OCAD U's Hybrid and Online Learning Framework aims to engage all members of the university as part of a dynamic learning community that harnesses our knowledge and experience, engages our curiosity as critically reflective practitioners, and builds our individual and collective resilience as we respond to evolving community and global contexts.

The framework proceeds from an understanding that the pandemic has produced a period of pronounced disruption and uncertainty, and that it will continue to do so in different ways for its duration, which is estimated to be for two to three years or until a vaccine is widely available. For this reason, the framework aims to build our overall institutional capacity for flexible curriculum delivery over the next two years such that we will be able to respond to and be better prepared for disruption and uncertainty over the longer term. During the pandemic, existing barriers to learning for OCAD U's diverse student body have been amplified and made more visible, and new barriers have been produced, and our approach responds explicitly to this by centring questions of access and inclusion in how hybrid and online learning are envisioned, supported and realized at the university. By creating flexible curriculum delivery methods through hybrid and online learning, we will be able to continue to offer high quality education to our students and generally be agile and responsive to changing teaching, learning and working conditions throughout the course of the pandemic. At the same time, we will continue to take up and proceed from our Academic Plan goals which begin with decolonizing and a commitment to OCAD U's wholistic approach to curriculum and our Indigenous Learning Outcomes, and include advancing equity through inclusive design. As new curriculum delivery models are developed, we have a particular opportunity to deepen our engagement with wholistic, decolonizing and critical pedagogical approaches such that they are embedded within our course design and teaching methods in hybrid and online learning environments.

By capacity-building, we are referring to the development of our shared professional knowledge and skills and investment in technology infrastructure to enable us to develop and deliver high quality hybrid and online courses. More specifically, faculty will be provided with



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pedagogical and technological support and resources that will enable them to adopt a variety of strategies, approaches, tools and technologies across all undergraduate and graduate courses, in ways appropriate to a given course and program. Over the next two years, by facilitating faculty professional learning across our entire faculty complement we will build overall capacity for hybrid and online course delivery in a myriad of forms, as determined by program Chairs and faculty. While the degree of online and hybrid delivery may vary depending on external and internal drivers and considerations, all approaches will prioritize inclusive teaching methods and students' self-direction over their learning, giving students options to choose how and when (synchronously or asynchronously) to participate and engage in learning.

When designed intentionally, hybrid and online learning experiences can enhance access to post-secondary education and promote inclusive teaching practices by addressing structural barriers to education and introducing flexibility into curriculum and course delivery. At the same time, online education can reproduce existing barriers within the teaching and learning environment, as well as produce new ones (Shew, 2020). OCAD U's approach addresses this tension by explicitly integrating inclusive teaching and Universal Design for Learning (UDL) approaches, including multiple means of engagement (optimizing individual choice, fostering collaboration and community), representation (providing information in a variety of ways), and action and expression (varying methods students use to demonstrate their learning) (Meyer, Rose & Gordon, 2014).

UDL offers a way to actively reduce systemic barriers present within our learning environments and that prevent students from full and active participation, engagement and success. In a learning environment informed by UDL principles, students do not need to adapt themselves to the curriculum because courses have been designed to anticipate barriers and teaching approaches are highly diverse, flexible and inclusive. Recognizing that teaching and learning are dynamic processes, a commitment to UDL also helps faculty and students alike practice an openness to difference such that barriers can be negotiated and addressed as they are produced. In so doing, we build on the history and promising practices of OCAD U's Inclusive Design graduate program which privileges flexibility, hybrid learning and inclusive and participatory pedagogies.

Importantly, OCAD U's Hybrid and Online Learning Framework is grounded in the particular context and pedagogies of art and design education and our predominantly studio-based programs. The framework builds upon key strengths of studio-based learning as a critically reflective practice – embodied and sensory learning, materials and making, process and scaffolding, peer to peer collaboration, dialogue and iteration, critique and feedback – while extending and rethinking these approaches through the affordances of technology-enabled learning and digital pedagogies. While it draws on educational research and evidence-based best practices in online teaching and learning, these are treated as promising practices and adapted to support the curricular needs and diverse studio-based pedagogies that make up



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OCAD U programs. The technical, embodied, affective and improvisational aspects of the in-person studio learning environment do not always translate easily or readily to online learning; this may be especially true for those courses that focus deeply on questions of materiality, that intentionally engage in individual and collective embodied pedagogies, or that involve making or fabrication processes that require specialized equipment or are not easily or safely done without the in-person supervision of an instructor or technician. At the same time, the course redesign process offers an opportunity to consider anew how to foster studio pedagogies in online learning environments, building collaborative and sensory online experiences that support diverse embodied relationships to making and knowledge production. The vision for our Hybrid and Online Learning Framework thus draws upon theoretical approaches from critical and feminist pedagogy, decolonizing and Indigenous education, Disability Studies and second language pedagogy to critically examine those foundational assumptions and pedagogies of Western studio-based education that produce systemic barriers to learning for students. Diverse, discipline-specific models of online and hybrid studio-based course delivery are emerging from faculty and will be developed and documented over the course of the framework's implementation.

### Hybrid and Online Learning Commitments

To enable this approach and the creation of accessible, inclusive and equitable learning environments for all students, and to help realize our Academic Plan goals, OCAD U is committed to realizing the following in the development of hybrid and online learning:

1. Activate hybrid and online learning as a critical pedagogical space that supports OCAD U's commitment to decolonizing and Indigenous learning by engaging with and making space for Indigenous and wholistic ways of knowing and communicating and through the inclusion of diverse voices, histories, literatures and making practices.
2. Provide ways to engage learners meaningfully in asynchronous and low-bandwidth activities and, where possible, enable them to complete courses through entirely asynchronous means such that our learning environments do not amplify barriers to participation in learning or privilege those already privileged with better access to learning.
3. Use technologies, tools and platforms in ways that are attentive to the situational differences of students related to geography, language, social or economic status, and ability such that our hybrid and online learning environments do not reproduce or create systemic barriers to learning; review and address new needs and barriers as they arise.
4. In accordance with principles of inclusive teaching and Universal Design for Learning, provide diverse ways for students to engage in and express or communicate their learning, including flexible options for participation, projects, assignments and tests.



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5. Use language in course content (web pages, handouts, slides) that is clear and accessible (e.g., uses common and frequently used vocabulary for activity instructions and assignment descriptions), signal and define disciplinary and complex theoretical terms, and make space for multilingual diversity in communication practices in online learning environments.
6. Ensure students can undertake studio-based processes, practices and work with tools and materials remotely in ways that are safe, sustainable and at a comparable cost as when undertaken on campus; where possible, develop curriculum that takes up the possibilities enabled by the diversity and distributed nature of online learning spaces.
7. Provide flexible windows for the submission of projects and assignments, where possible, and avoid the use of late penalties.
8. Use the Canvas learning management system as the primary means for organizing and communicating course content, learning activities and assessments, ensuring all projects and assignments are submitted to and graded on Canvas.
9. Make course readings accessible online through the library and linked in Canvas where possible, and ensure all course materials are AODA, FIPPA and copyright compliant, where necessary, citing them (e.g., video clips, images in web content, visual content in slides).

These commitments will be realized through a coordinated approach to the implementation of the framework, in ongoing dialogue with and involving all members of the university community.

### Defining Our Terms

Throughout the framework, a number of terms are used to describe course delivery methods in the field of online education, including:

- *Remote course delivery:* Courses that are offered at a distance (but that have not engaged in the systematic planning and development cycle characteristic of online courses).
- *Hybrid learning:* A mode of learning that uses a mix of online and face to face interaction, involving the use of technologies to facilitate multi-modality and flexibility in curriculum delivery such that students can choose to participate in the course and complete assessments through a variety of face to face and online means<sup>1</sup>.

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<sup>1</sup> In the past, hybrid courses at OCAD U have had reduced class time and at least 30 per cent of the course activity occurs online. For our purposes, hybrid learning involves the use of technologies to facilitate multi-modality and flexibility in curriculum delivery. Here we depart from more conventional and established definitions of hybrid learning that may employ a combination of online and face to face teaching but employ this combination in a fixed way that doesn't necessarily enhance access and self-



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- *Online course*: Courses that do not include any face to face delivery and are instead delivered entirely online.
- *Asynchronous learning*: Methods in which instructors and students are not online at the same time but, rather, resources, discussions and learning activities are structured for engagement on a flexible schedule.
- *Synchronous learning*: Methods in which the instructors and students are engaged in online discussions and learning activities at the same time.

Further elaboration on these terms and their pedagogical implications appears throughout the document.

### Situating OCAD U's Approach within the Field of Online Education

While the same principles for effective teaching and learning generally apply regardless of whether the context is face-to-face, hybrid or online, any change in learning environment necessitates changes in how these principles are applied to the design, development and delivery of courses (Bates, 2015). OCAD U's approach to online learning focuses on creating collaborative online learning environments that are adaptable and flexible by drawing from the principles of UDL and the Community of Inquiry Model as defined by Garrison, Anderson and Archer (2000), which lays out three essential elements of online learning: social presence, teaching presence and cognitive presence. By creating learning environments that engage students through multiple means in each of these three areas, courses become collaborative online communities "in which students are encouraged and supported to work together to create knowledge: to invent, to explore ways to innovate, and, by so doing, to seek the conceptual knowledge needed to solve problems" (Harasim, 2012). This approach resonates well with the highly collaborative and dialogical nature of studio-based pedagogies, and art and design education more broadly.

As OCAD U's Technology-Enabled Learning (TEL) Framework suggests, technology, used effectively and with consideration of the barriers it can produce, can enhance our ability to connect with prospective and current students, facilitate community-building and enable inclusive teaching practices. The use of digital, online and mobile technologies allows for more accessible connections and collaborations across geographical and other boundaries. By using distributed and digital research and other resources faculty may be able to renew their curriculum, through the addition of diverse voices, materials and literatures for example, while allowing students to individualize and direct their learning. This holds the potential to produce a highly inclusive learning environment that grounds student learning very directly in their lived

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direction among students. Hybrid learning in this flexible, multimodal and learner-centred sense thus enables a more expansive meaning of hybridity to make space for diverse knowledges, literacies and ways of knowing.





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experience, rather than in learning that is largely mediated by the perspectives and experiences of the course instructor.

Hybrid courses that utilize both the facilities of OCAD U's campus and the flexibility afforded by online learning can also help to address barriers related to student's time, responsibilities and mobility within and beyond the institution. Additionally, fully online courses, when designed according to curricular and student needs, can allow us to reach students across a variety of barriers, educational, geographical and otherwise. In both instances, the affordances of technology are only possible when appropriate access to the necessary facilities, space and technologies is in place. By the same token, if we do not take into consideration and centre issues of access in the development of hybrid and online learning, we risk employing technologies and platforms in ways that reproduce or amplify barriers to participation in learning, such as those related to geography, socioeconomic status or digital literacy, effectively turning situational barriers into systemic barriers that reinscribe dominant power relations and experiences of marginalization ([femtechnet.org](http://femtechnet.org)).

At OCAD U, we do not have significant institutional experience with online education beyond non-credit Continuing Studies course offerings and, within the credit curriculum, that offered by our Inclusive Design graduate program and some relatively limited course offerings; online education is thus not well-integrated across our different undergraduate and graduate programs and courses, for faculty teaching or student learning experiences. In the past, OCAD U's approach to online course delivery largely emphasized the conversion of key courses for hybrid or fully online delivery through the development of static web content pages and professional-quality video lectures/presentations with the goal of enabling access and movement through programs by offering students more choice. While this approach offers well-established models we can draw upon, it is also relatively resource-intensive and, in the past, has not produced a deep culture of engagement with online teaching or significant adoption of online course development within OCAD U programs. This approach was also to some degree misaligned with the needs of our student body who highly value their studio-based learning experience but are seeking greater flexibility in their studies (for example, due to barriers related to commuting time, employment and shift work, childcare, disability, geography, etc.). In taking a capacity-building approach, the hybrid and online course delivery model described in this framework is scalable and sustainable if accompanied by an appropriate investment of resources (e.g. staffing, IT infrastructure).

A faculty-driven approach that is responsive to the context of studio-based learning will ensure that faculty have agency in determining how to hybridize their courses to make them more flexible and accessible, while still allowing scope for the development of fully online courses where desirable. This approach also addresses questions about Intellectual Property. In a context where faculty and programs are developing their own hybrid and online course delivery models within the context of their teaching practice, the course development process becomes a collaborative one, grounded in curriculum discussions, student learning needs and faculty



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teaching interests. The intellectual property of faculty in hybrid and online courses is thus the same as it is in face to face teaching contexts.<sup>2</sup>

OCAD U does already have significant experience with technology-enabled learning to support student engagement and inclusive teaching practice, best demonstrated by use of Canvas and asynchronous tools, and supported by the software and support of the Laptop Program. Over time, data has demonstrated the value to students of having a mobile computing program, and the proficiency developed by using key tools supported in curriculum. Since 2009, we have collected data from faculty and students regarding their perceptions of the Laptop Program, how they think they learn, and what is most valuable to them. Captured in this data are insights into the strengths of our faculty and students and how students want their online experiences to be facilitated by faculty. We know that 87% of students perceive that a laptop enhances their learning experience, and helps them complete assignments, and 95% agree that the core software we provide is essential for their educational experience.

We also have data that speaks to student preferences in how their learning experience is structured in Canvas by faculty, and technology students would like to see used more often. Students have routinely articulated that they highly value a consistent Canvas learning environment across their courses, and particularly appreciate it when faculty organize and make their courses more easily navigable using the built-in tools offered through Canvas. In the pre-COVID era, when asked what technology aids most improved the quality of their learning experience, students most valued instructor slides, notes, images, feedback and detailed course information. Not far behind, 65% of students valued video created by their instructors, or video from other sources, but perhaps unsurprisingly, video chat and conferencing ranked at only 30%. While the context of these responses was very different than the current one, these insights from students affirm the value of delivering information in multiple ways and can usefully inform the development of professional learning resources and university-wide practices around the use of Canvas and other teaching technologies.

OCAD U has prioritized asynchronous over synchronous online teaching and learning methods as a way of reducing barriers to student learning in general, and recognizing the unique teaching and learning conditions and access considerations produced by the pandemic. Asynchronous refers to methods in which instructors and students are not online at the same time but, rather, resources, discussions and learning activities are structured for engagement on a flexible schedule. Synchronous refers to those methods in which the instructors and students are engaged in online discussions and learning activities at the same time.

Both synchronous and asynchronous teaching and learning methods provide meaningful ways for students to engage and participate in learning, and it is important to recognize that different

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<sup>2</sup> See OCAD University's [Policy on Intellectual Property Rights](#).



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students and instructors will engage with and experience these different methods differently. Synchronous activities can create a sense of embodied immediacy and build community amongst students and their instructors through demonstrations, group work and feedback. Although this has been very important amidst a context where courses moved online very quickly, when developing online courses from the outset it is useful to note that some synchronous activities pedagogically privilege the voice and expertise of the instructor compared to facilitated peer to peer online dialogue and collaborative learning. This is very context dependent, of course, and must be considered in relation to the disciplinary needs and pedagogical approaches being employed. Synchronous delivery also requires a high bandwidth and can reinforce barriers for students in relation to cost and access to technology, and may produce a negative teaching and learning experience because it requires high stability platforms and real-time technical support. Synchronous delivery is also more susceptible to privacy, security and accessibility risks.

Asynchronous activities such as the use of discussion boards, sharing of images and text, and collaborative work not in real time offer more reflective space for student learning, are generally more accessible and require lower bandwidth, while at the same time involving more preparation time and organization on the part of the instructor. Asynchronous approaches also require that instructors be very purposeful about providing structure within the overall arc of the course to support student engagement and help students and faculty alike to manage their time and workloads.

Educational research generally favours asynchronous activities which offer numerous affordances – including their enhanced accessibility – through intentional course design, although not to the exclusion of synchronous activities. Decisions about course delivery methods need to be grounded in these pedagogical considerations, in relation to the course learning outcomes, the needs of students and the university's overall capacity to support course delivery.

### Inclusive Learning Environments for English Language Learners and International Students

While hybrid and online approaches have the advantage of potentially opening up access by providing multiple modes of delivery, there are several factors we must keep in mind to ensure that courses are truly accessible to language learners, especially international language learners, who may face unique barriers in hybrid and online learning environments. Some of these barriers are structural, and relate to access to technology among students studying outside Canada or access to synchronous content where international students are located in different time zones. Additionally, there may be security, privacy and connectivity considerations for students in some areas of the world that prevent their participation in certain forms of online learning; this is particularly relevant to an art and design educational



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context where there is an expectation of risk-taking and the use of lived experience in creative practice. (Of course, this is also a consideration for many students who, during the pandemic, may not feel comfortable expressing their perspectives or creative process in their domestic or shared living environment.) Likewise, textbooks and studio materials may not be readily available for students studying outside Canada so it will be important to ensure that readings are available online and options are provided for all materials needed to complete course assignments. While online resources offer an opportunity to make course materials accessible and multimodal, they can also create barriers to international students in countries where certain service providers are blocked (e.g. Google, YouTube, Facebook, Twitter, Wikipedia).

Less obvious are the pedagogical barriers that may be embedded within the design of courses themselves that limit the full and active engagement and success of English language learners. Many of our pedagogical strategies for creating an inclusive learning environment do not readily translate into an online environment; while this is true for our entire student body, requiring that we rethink our understanding of inclusive teaching in the context of online learning, the challenges may be particularly nuanced for language learners and function as real barriers to participation. For example, students typically use paralinguistic clues such as body language and facial expressions to help them identify new vocabulary, understand tone and context, and generally navigate the communicative requirements of their learning environment. In an online environment, students do not have access to these clues and may have to rely more explicitly on text-based communication which tends not to make cultural factors such as context and tone transparent.

Online learning also relies upon student use of technologies (e.g. chat functions) that are typically used for informal communication and for interactions that do not involve the power and authority that characterizes a teacher-student relationship. While all students may experience challenges adapting their communication style to the online context, language learners may find it especially difficult to contribute to text-based dialogue with instructors and peers in ways that reflect our often-unarticulated expectations of text-based communication in an educational setting. Additionally, language learners may be apprehensive about communicating with a “written accent” and feel unsure about whether they will be understood and how this will be regarded by their instructor and peers. Some of these same concerns are also present for multilingual educators, although the power dynamics are not experienced in the same way by instructors who hold authority and credibility in the teacher-student relationship by virtue of their roles as faculty and responsibility for student assessment.

Making space for all students, and language learners in particular, to communicate with agency and self-determination will be important in online learning environments that lack the immediacy of cultural context, peer dialogue and face-to-face interaction. Asynchronous learning also requires that all instructions, rationale and context that would normally be provided during day to day class interactions be made very explicit and embedded within the design of the course rather than delivery in the classroom. This ultimately enhances



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accessibility and student engagement insofar as it makes transparent aspects of the course that may not be obvious to all students; through the process of documenting these aspects of courses, it can also reveal to instructors what assumptions or “hidden curriculum” (Belluigi, 2014) are operating within their course and assignment design.

To help us realize an inclusive and engaging student experience, we will need to provide opportunities for faculty dialogue to share promising practices and build shared understanding about what we mean by inclusive teaching in online learning environments, particularly as they relate to art and design education. Resources will also be needed to support faculty to integrate second language pedagogical strategies as they redesign their courses for online learning.

### Student Academic Support and Co-Curricular Programming

As OCAD U adopts new online and hybrid course delivery models, academic support services will be increasingly important to student engagement, success, and retention. It is well-recognized that any online learning environment requires a robust ecosystem of online student supports, resources and opportunities for community-building and peer connection (Hodges et al., 2020). In response to COVID-19 and the campus closure, the Writing & Learning Centre (WLC) developed remote delivery formats for key student programs such as tutoring, graduate writing consultations and academic skills-building workshops to support teaching continuity at the university and support student success with their courses. IT Services provided student-facing technical support and resources to complement faculty teaching supports, recognizing that student success in online learning environments requires reliable, equitable and transparent access to technology. Other support units likewise offered co-curricular programming remotely, providing important spaces for students to access services and forge community connections during a period of uncertainty.

To support the hybrid and online learning framework, academic support units will need to continue to provide a range of academic support programs and services for undergraduate and graduate students that are interactive, flexible, and responsive to student needs by providing multiple types of support and multiple ways of accessing that support, and in different languages where appropriate. Offering a variety of meaningful online co-curricular experiences that enable students to participate in and build diverse community engagements will also be an important aspect of creating a rich and wholistic student experience.

### Implementation Activities

The framework will achieve its goals through the following activities, to be monitored, evaluated and adjusted as needed for the duration of the implementation period.



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Goals	Implementation Activities
<p>Situate our approach to hybrid and online course delivery within the context of OCAD U's Academic Plan commitments, including decolonizing and Indigenous learning, studio-based education, inclusive teaching and student mobility and access.</p>	<p>Provide professional learning opportunities for sustained, structured learning and critical reflection that centre issues of access, equity and student mobility, take up decolonizing, inclusive and studio-based approaches and supporting the development of a critical online pedagogy for art and design education. Integrate opportunities for reflection and consideration of OCAD U's Indigenous Learning Outcomes in professional learning offerings that support the development of hybrid and online curriculum and pedagogies. Engage Indigenous faculty to develop models for land acknowledgement and land-based learning in hybrid and online courses. Offer dialogical workshops to explore the connections between online learning, decolonizing and inclusive pedagogies and Universal Design for Learning within the context of the university's commitment to a wholistic approach to curriculum.</p>
<p>Reduce barriers to learning and enable students to engage in a variety of ways through the design and delivery of flexible and accessible learning environments using people-centred technologies.</p>	<p>Communicate and implement guidelines for hybrid and online course development. Provide faculty professional learning resources and guidance to support the integration of best practices in second-language pedagogy into hybrid and online course design and delivery. Develop and make accessible asynchronous resources that provide practical strategies and approaches for designing and delivering courses using a variety of tools and technologies to accommodate diverse learners.</p>
<p>Implement a coordinated framework that mobilizes diverse resources and expertise within and beyond the university community including faculty, students, staff, academic leadership and colleagues across the sector.</p>	<p>Formalize a multi-phased project to implement the Hybrid and Online Learning Framework to ensure appropriate resource allocation and alignment of strategic outcomes. Secure necessary technical, pedagogical and instructional design support and expertise and align implementation of course delivery with staffing capacity. Leverage and build upon promising practices established by OCAD U's Laptop Program to support development of a fully integrated suite</p>



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	<p>of technology tools and platforms to facilitate hybrid and online curriculum delivery; communicate technology assessment processes to address emerging technology needs. Develop criteria and work with the Faculties to identify and support the development of select fully online courses that facilitate student retention and progress through their programs (e.g. gateway courses) and help programs meet their large format course targets as part of Flow: Curriculum Transformation where appropriate. Create a mechanism for student feedback within the course development process prior to delivery, with a focus on multi-section courses. Develop a Learning to Learn Online course for students, and other student-facing resources to facilitate student success in online and hybrid learning. Develop and deliver a suite of flexible, online academic support and community-building programming for undergraduate and graduate students, including tutoring, Academic Integrity and other skills building workshops and English language learning supports. Implement program monitoring, evaluation and reporting practices to measure the effectiveness of our approach, identify promising practices and communicate results. Work with Marketing &amp; Communications to implement a communications framework highlighting faculty pedagogical innovations, student accomplishments and promising practices.</p>
<p>Provide pedagogical and technology resources, support and knowledge sharing opportunities that enable faculty to develop their own approaches to using available technology to meet their teaching goals, facilitate student engagement and enhance the accessibility of their courses.</p>	<p>Develop and facilitate an online course for faculty, Teaching Art and Design Online, to support the preparation of courses for online delivery and foster peer to peer dialogue and learning; deliver a one-week intensive version tailored for sessional faculty. Provide individual instructional design support for faculty with course redesign for hybrid and online learning; provide media production support for the development of instructional materials.</p>



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	<p>Provide facilitated course development support to redevelop required multi-section courses for hybrid and online delivery.</p> <p>Create opportunities through the ENGAGED faculty discussion series for faculty-driven conversation and sharing of promising practices for hybrid and online teaching in art and design education.</p> <p>Provide faculty-facing technical support and resources.</p>
<p>Develop and communicate curricular and pedagogical approaches that are responsive to emerging needs and attend to the contextual specificity of different program areas and course types.</p>	<p>Develop and deliver technical and pedagogical professional learning workshops on special topics and in response to just in time requests for all undergraduate and graduate faculty, teaching assistants and other instructional staff. Provide dedicated professional learning opportunities for faculty teaching in Graduate Studies that attend to the curricular needs of graduate education.</p> <p>Hold regular student and faculty focus groups about hybrid and online course delivery and report anonymized results to curriculum and Senate committees.</p> <p>Engage regularly with Associate Deans, Program Chairs and Graduate Program Directors (e.g., through academic leadership meetings, one-on-one meetings) to discuss emerging and ongoing concerns and identify contextually appropriate responses.</p>
<p>Foster faculty innovation in technology-enabled learning in art and design education through pedagogical research and knowledge-sharing.</p>	<p>Secure research funding and establish a research team of faculty, academic staff and students to identify promising practices in hybrid and online learning in art and design education and explore the affordances for student access and inclusion.</p> <p>Host a symposium to showcase online and hybrid course delivery models and pedagogies for art and design education and provide a space for OCAD U faculty to reflect on promising practices and lessons learned.</p> <p>Foster opportunities for inter-institutional sharing of knowledge and practices, in particular, with other AICAD institutions.</p>





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