

INSTRUCTION PROCEDURE

Procedure Section:	Student and Academic Support Services	Effective Date:	March 1, 2025
Policy Owner:	Vice President Academic & Student Experience	Last Revised:	October 22, 2024
Policy Administrator:	Director, Academic Experience	Review Scheduled:	Every 4 years
Approver:	Executive Committee Academic Council		
<i>The official controlled version of this document is held with the Legislative Compliance / Policy & Procedure Coordinator.</i>			

A. PROCEDURES

Keyano College supports student-centred instructional practices that align with Keyano's Guidelines for Quality Courses, best practices in teaching and learning, and principles of Outcomes-based Education (OBE).

1. TEACHING AND LEARNING ENVIRONMENT (ALL DELIVERY METHODS)

- 1.1 Instructors create learning environments that are accessible, equitable, and inclusive and foster a sense of belonging.
- 1.2 Instructors create engaging learning opportunities, in consideration of Universal Design for Learning (UDL) principles.
- 1.3 Accessibility practices in instruction align with the Duty to Accommodate policy.

2. INSTRUCTION

- 2.1 Instruction is grounded in core educational principles such as provided in the Instructional Skills Workshop (ISW) including outcomes-based education and active learning.
- 2.2 Following Keyano College's Academic Freedom Policy, instructors have the autonomy to choose learning activities and resources that meet the needs of their specific students; however, instruction must meet all course outcomes as defined in the course outline. Instructors use appropriate instructional planning resources such as course schedules, curriculum maps, learning management system (LMS) layout, unit plans, and lesson plans to organize the learning.
- 2.3 Instructional activities respect diverse talents, backgrounds, and ways of learning.
- 2.4 Instruction provides experiential learning and/or work-integrated learning (WIL) opportunities, where appropriate.
- 2.5 Feedback on instruction is collected from various sources and through diverse tools throughout the course. This feedback may include Keyano Student Feedback on Instruction (SFOI), class teaching observations, formative and peer feedback.
- 2.6 Self-reflection and feedback are used to inform instructional practice and ongoing professional development.

3. LEARNING RESOURCES

- 3.1 Course resources are current and appropriate for the content, audience, and intended learning outcomes.
- 3.2 Course resources are chosen and designed, in consideration of Universal Design for Learning (UDL) principles.
- 3.3 Low or no-cost resources are considered to reduce financial barriers for students such as course packages or Open Educational Resources (OERs).
- 3.4 Course resources follow applicable licenses, laws, and policies.
- 3.5 Technologies that are used for instructional purposes and have a social media component must align with Keyano policies and procedures such as social media, information and communication technology usage.
- 3.6 Keyano College must provide technical support for all institutionally supported educational technologies.
- 3.7 Students are informed of lecture recording and intellectual property guidelines in the course syllabus.

4. ASSESSMENT

- 4.1 Course assessments should be equitable, inclusive, valid, reliable, timely, transparent, and aligned with course outcomes.
- 4.2 Assessments should be designed with consideration to Universal Design for Learning (UDL).
- 4.3 Assessments should be authentic, where possible.
- 4.4 A combination of formative and summative assessments should be used throughout the course to keep students informed of their performance and provide continuous feedback for ongoing skill development and learning.
- 4.5 Assessments should be designed so that they are feasible for students to complete within the given time and resource constraints.
- 4.6 The difficulty level of assessments should match the course level. For example, a first-year course should have assessments that are less complex than a second-year course.
- 4.7 Assessment instructions are to be clearly and explicitly stated in writing whenever possible. This includes expectations such as collaboration, format, technology, and artificial intelligence (AI) usage.
- 4.8 Grading criteria or a rubric is shared with students prior to or when assessments are distributed to students.
- 4.9 Feedback on assessments is timely, constructive, specific, balanced, and provided in manageable amounts.

5. EXCEPTIONS

- 5.1 Exceptions to this procedure may be granted by the Dean or Vice President Academic and Student Experience, or designates. For example, some elements in this procedure may not be applicable to a three-hour course or a micro-credential.

B. DEFINITIONS

- (1) **Accessibility** means creating services, products, or spaces that are accessible and usable by everyone
- (2) **Authentic Assessment:** means assessments that are or simulate real-world tasks. The assessment may be for formative or summative purposes
- (3) **College:** means Keyano College
- (4) **Curriculum:** means a plan that outlines student learning in a program, course, or credential that includes program structure, learning outcomes, teaching and learning resources, and assessments
- (5) **Delivery Methods:** means by which instruction is delivered to students. This may include hyflex, in-person, midflex, or online. The instructional approaches may be lecture, lab, or simulation. Regardless of the mode of delivery, the course learning outcomes remain the same
- (6) **Duty to Accommodate:** means the legal duty to accommodate a person's needs based on a protected ground (as defined by the *Alberta Human Rights Act*) to eliminate discriminatory effects upon students with disabilities
- (7) **Equitable:** means that all students have fair and equal opportunities to demonstrate their knowledge and skills
- (8) **Experiential Learning:** means Experiential learning (EL) involves hands-on learning experiences where students apply their knowledge and skills to an authentic experience and then reflect on that experience
- (9) **Feedback:** means information provided to students about their performance. It is used to support student learning by outlining how the students met the assessment criteria, highlighting strengths, and identifying areas for improvement. Feedback can include grades, written or verbal comments on assessments, and/or verbal statements made to the entire class
- (10) **Formative Assessment** means assessments FOR learning. They are designed to provide students with ongoing constructive feedback and they can be formal or informal
- (11) **Inclusive:** means designing assessments that can accommodate and support all students regardless of their diverse backgrounds, abilities, and needs

- (12) **Instruction:** means the delivery of curriculum designed to facilitate student learning experiences and assess student performance
- (13) **Instructional Skills Workshop (ISW):** means an instructor development program designed to enhance the teaching effectiveness of both new and experienced educators. Participants review core ideas about teaching and learning; reflect on current practice; and try new instructional strategies, techniques, and approaches within a respectful and supportive environment
- (14) **Intellectual Property (IP):** means any form of knowledge or expression created with one's intellect. It includes inventions, scientific or scholarly discoveries, computer software, trademarks, literary, artistic, musical or visual works, and even simple know-how that can be registered or otherwise protected under the law. Intellectual property is generally broken down in to recognized categories: copyright, designs, patents, secrets, and trademarks
- (15) **Keyano Student Feedback on Instruction (SFOI):** means a process by which students can provide feedback on instruction in their courses
- (16) **Learning Outcomes:** means learning statements that outline what the learner is to know, do, value, or demonstrate at the program and course level. The course assessments demonstrate the student achievement of the learning outcomes
- (17) **Open Educational Resources (OER):** means educational materials with an open license (no cost) that can be freely accessible and adapted for teaching and learning
- (18) **Outcome- Based Education (OBE):** means an educational approach that focuses on what students can do, know, value or demonstrate once learning is complete. Outcomes are used to articulate this learning
- (19) **Policy:** means the Curriculum and Instruction Policy
- (20) **Reliable (assessments):** means the extent at which an assessment consistently and accurately measures learning
- (21) **Rubric:** means a tool that is used to outline the grading criteria and expectations of an assignment
- (22) **Summative Assessment:** means a high stakes assessment that evaluates knowledge, skills, or attitudes at the end of a unit of study

- (23) **Syllabus:** means a document that outlines essential course information such as instructor contact, delivery methods, course schedule, assessment details, and supports for students
- (24) **Universal Design for Learning (UDL):** means a set of principles (multiple means of engagement, multiple means of representation, and multiple means of action and expression) that together form a practical framework used in curriculum development to maximize equity in learning opportunities for all students
- (25) **Validity (assessment):** means the extent to which an assessment measures what it was designed to measure
- (26) **Work-Integrated Learning (WIL):** means experiential learning in a workplace setting, including co-operative education, internship, service learning, field placement, mandatory clinical placement, or directed field study

C. RELATED LEGISLATION

- *Alberta Human Rights Act*
- *Alberta Human Rights Commission (Duty to Accommodate)*
- *Canadian Charter of Rights and Freedoms*
- *Canadian Intellectual Property Laws (Copyright Act, Patent Act, Trademarks Act etc.)*
- *Freedom of Information and Protection of Privacy Act*
- *Post-Secondary Learning Act*

D. RELATED DOCUMENTS

- Academic Integrity Policy
- Copyright and Fair Dealings Policy & Procedure
- Course Credit Policy
- Curriculum and Instruction Policy & Curriculum Procedure
- Duty to Accommodate: Human Rights Guide – Alberta Human Rights Commission
- Duty to Accommodate Students with Disabilities in Post-Secondary Institutions: Interpretive Bulletin (2010). Alberta Human Rights Commission
- Faculty Evaluation Guide
- Credit Program Grading Policy & Procedure
- Guidelines for Quality Courses
- Information and Communication Usage Policy
- Intellectual Property and Ownership Policy
- Social Media Policy & Procedure
- Student Academic Accommodations Policy & Procedure
- Work Integrated Learning Policy & Procedure

E. REVISION HISTORY

Date (mm/dd/yyyy)	Description of Change	Sections	Person who Entered Revision (Position Title)	Person who Authorized Revision (Position Title)
October 21, 2024	New procedure	ALL	Director, Academic Experience	Vice President Academic & Student Experience