

DIGITAL LEARNING STRATEGY

VISION 2020

Humber College
Mobile and
Ubiquitous
Learning

BUILDING HUMBER'S DIGITAL STRATEGY

Beginning in late 2013 and continuing through 2014, a committee comprising members of the Centre for Teaching & Learning, Curriculum Planning and Development, and Informational Technology Services (ITS) undertook the task of soliciting ideas and suggestions about the future of learning from key Humber stakeholders.

- **Interviews with School Leadership:** The committee organized visioning sessions with Humber's various Deans and Associate Deans, who spoke to the desired outcome of an expansion of Digital Learning.
- **Roundtable Sessions with Faculty and Students:** Four eLearning roundtable sessions were held with faculty, during which participants were asked to comment and offer suggestions related to Learning Materials, Quality, Learning Experience, Policies, Resources, Support and Technology. In addition, a roundtable session was held with students who had taken online courses at Humber.
- **Online Student Survey:** All Humber students were asked to participate in a voluntary online survey related to online and digital learning. More than 1,000 students participated.

The committee also commissioned a leading educator and expert in distance education to perform a thorough review and assessment of Humber's current online teaching, and to make recommendations for future development.



The information gathered throughout this intensive and wide-ranging process has been instrumental in the creation of the Digital Learning Strategy.

Eileen De Courcy, Associate Vice President, Teaching and Learning, wishes to extend her special thanks to the following people for their contribution in the development of this strategy:

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THE FUTURE OF LEARNING AT HUMBER

In an era in which students are able to instantly access vast amounts of information on mobile devices, or gather together in real-time virtual spaces, institutions of higher education must break away from the traditional models of teaching and learning. This is a challenge that Humber College sees as an opportunity – to evolve, to grow and to offer students a more creative approach to higher education.

In its current strategic plan, Humber commits itself to Strengthening our Polytechnic Identity, to a Sustained Focus on Teaching and Learning Excellence, and to Maximizing the Impact of Partnerships. To reach these goals, Humber must encourage curiosity, creativity, innovation and collaboration, and promote lifelong learning. Digital Learning that is Mobile and Ubiquitous is a crucial part of fulfilling this vision.



Implicit in these goals and strategies is a vision of teaching and learning in which students are not merely passive consumers of content, but are actively and creatively engaged in their own education and in preparing themselves for a lifetime of active learning. Mobile and Ubiquitous Learning, the core of Humber's Digital Learning Strategy, requires a wholesale redefinition of the role of a modern educational institution. It is a vision that extends beyond the traditional boundaries of the classroom and campus, and even beyond the borders of our city, province and country.

This document outlines Humber's vision for teaching and learning in an information age. With input from stakeholders across the spectrum – administration, faculty, students, outside experts – it offers a road map for a comprehensive plan for the further expansion and integration of digital, mobile and ubiquitous technologies across all schools and programs. It also lays out the vision for Humber Online, which will become the new central hub for all fully online learning at Humber and help build our brand locally, nationally and internationally.



HUMBER'S COMMITMENT

Humber's approach to Digital Learning must reflect the following principles:

LEARNER-CENTRED EDUCATION IN THE 21ST CENTURY CONTEXT

The current and future success of students must be held as the highest priority in developing and offering mobile and ubiquitous learning programs. This can be done by rethinking the design and delivery approach of online courses and through the development of courses and programs that are modular, stackable, adaptable and personalized. By increasing Humber's technological abilities, we offer students a greater opportunity to complete a relevant, meaningful course of study on a fluid time continuum. Access to and the frequency by which a course/module is offered will improve the time to diploma/degree completion. Increasing the amount of digital content available will also enhance Humber's differentiated learning platform in support of all students and Humber's commitment to AODA.

TEACHING AND LEARNING EXCELLENCE

We believe that a Digital Learning framework that utilizes a multi-platform, technology-enriched approach to teaching and learning will improve our current capabilities in delivering high quality education in the 21st century. We must ensure excellence in the use of all technology-enriched in-class and mobile/digital learning by equipping both teachers and students with the tools and skills they need to be successful.

FLEXIBILITY

Digital Learning that is mobile and ubiquitous offers Humber the ability to offer programs that can be modified and personalized for students in order to help them achieve their desired outcomes. This can be done by rethinking the design and delivery approach of online courses and through the development of courses and programs that are adaptive, personalized, modular, stackable

and adaptive. Using smart adaptive technologies will transform the learning experience from one that sees time as a fixed variable to one that sees time as a fluid variable. Adaptive learning across the curriculum will allow students to demonstrate competency and skills in subject/discipline areas at their own individual rate and pace.

SUSTAINABILITY

Humber must assess the costs associated with the implementation and ongoing maintenance of technologies, digital curriculum and physical infrastructure and have the financial resources to stay current with technologies as they evolve and are upgraded. All offerings must be regularly reviewed and updated reflecting high standards for an exceptional student experience. Digital programs, in particular, must adhere to the same high standards as traditional in-class learning.

REAL-WORLD RELEVANCE

Offering programs that blend applied and theoretical education, and that develop students' job-specific skills, is a core Humber commitment. Digital Learning experiences that are mobile and ubiquitous must focus on the essential skills that prepare graduates for success in work and life as well as deliver on program outcomes. All courses and programs should make the real-world relevance explicit and provide outcomes that demonstrate application. Work-integrated learning must be a critical part of all online programs.

EXPERIMENTATION, INNOVATION AND PLAY

Digital Learning that is mobile and ubiquitous allows Humber the opportunity to experiment with different teaching methods and approaches and to create programs and courses that are unique, dynamic and adaptive and that encourage student engagement and lifelong learning.



VISION, GOALS & STRATEGIC PRIORITIES

Humber will become a leader in the delivery of Digital Learning in post-secondary education and recognized as a Centre of Excellence. All Humber students and faculty will have the opportunity to learn and teach using current technology in flexible formats and in digitally enriched environments.





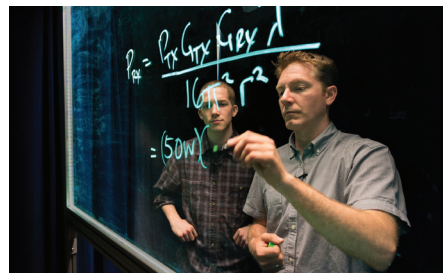
Our fundamental commitment to excellence will be fully reflected in the ongoing development of Digital Learning at Humber. The following goals and strategic priorities have been established:

- 1 | Enhance Student Experience with the development of a Digital Learning Platform that is Mobile and Ubiquitous
- 2 | Build Digital Expertise and Institutional Capacity
- 3 | Innovate Through a Networked Community Within and Beyond Humber

GOAL ONE

Enhance the Student Experience with the development of a Digital Learning Platform that is Mobile and Ubiquitous

Through new supports for teachers and learners and the creation of clear quality measures and design criteria across the curricula, Digital Learning that is Mobile and Ubiquitous will enhance educational and user experiences. This approach will aid in the development of technology-related competencies and digital literacy skills that enable students to engage with the economy and with society at large.



Re-conceptualize student access and program delivery frameworks

- 1A Establish Humber Online as a new entity to increase access to mobile and ubiquitous learning
- 1B Evaluate and increase the number of programs offered fully and partially in mobile and digital format
- 1C Establish and deploy a robust e-resource solution, including etexts, open resources and multimedia solutions
- 1D Increase the number of channels by which students can access learning – iTunes U, EdU, MOOCs

Demonstrate leadership in the design and development of Mobile and Ubiquitous Learning

- 2A Deploy a Digital Learning Quality Framework, including an Online Course Development and Quality Review process
- 2B Integrate smart adaptive technology and data analytics to personalize the student learning experience
- 2C Increase the utilization of educational technologies in learning delivery through the use of LMS, Simulations, Augmented Reality and Virtually Reality, 3D printing
- 2D Using learning analytics, establish benchmarks to increase the use of educational technology in learning

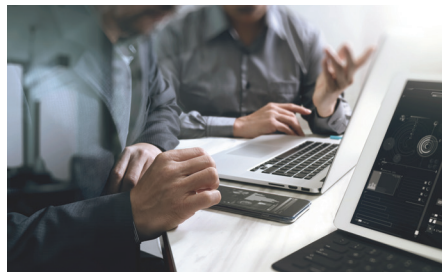
Provide best-in-class online student services

- 3A Create a diagnostic self-assessment tool to help students identify readiness for learning in a fully digital environment
- 3B Provide Humber's fully online students access to a suite of online academic, career and support services
- 3C Update and reinvent the OLC to better serve digital learning needs
- 3D Offer Virtual Proctoring to all students

GOAL TWO

Build Digital Expertise and Institutional Capacity

Learning, teaching and productivity processes have been greatly transformed by technology. Attracting, developing and maximizing talent to thrive within the digital organization will position Humber as a global leader in Digital Learning and education.



Ensure academic, planning/operations, and HR practices connect to and reflect a renewed focus on Digital Learning

- 1A Identify teaching qualifications and competencies for faculty delivering in fully online environments
- 1B Upgrade current hiring practices and policies to include digital competency
- 1C Review and upgrade, where appropriate, all institutional policies with a digital learning lens, including student regulations and code of conduct
- 1D Establish Academic Integrity policy and practices that account for the digitization of learning
- 1E Update test and exam practices for a digital world

Provide Faculty and staff with opportunities to develop and demonstrate their ability and adaptability using current technologies

- 2A Increase the number of faculty participating in technology pilots, technology training programs, technology-related workshops, tech buddy programming
- 2B Create a training/development certificate for faculty who are interested in teaching online
- 2C Provide opportunities for classroom observations and peer-to-peer reviews in the online environment
- 2D Provide opportunities for all qualified faculty to teach online

Demonstrate Humber's commitment to 21st century education by providing resources to support digital/information-age services for faculty and staff

- 3A Provide opportunities for faculty to access new and emerging technologies and support adoption in practice
- 3B Create faculty technology training spaces
- 3C Dedicated resources to support faculty and staff such as: Educational Technologist and Digital Curriculum Specialist

GOAL THREE

Innovate Through a Networked Community Within and beyond Humber

Digital Learning that is Mobile and Ubiquitous Learning creates new opportunities and new models for learning and research and lets us reshape our physical and virtual campuses in order to facilitate 21st-century education. Humber commits to expanding its current efforts to maximize the potential of innovation and innovative approaches to teaching and learning.



Develop and sustain a leading edge, fully integrated digital infrastructure

- 1A Research the impact of redesigned classrooms that support digital learning
- 1B Develop learning space standards that support lab virtualization and a bring-your-own-device approach
- 1C Establish a plan to redevelop learning spaces throughout the institution

Utilize educational and industry partnerships to develop innovative approaches to teaching & learning

- 2A Align project-based learning approaches and industry partners in online programs
- 2B Deliver learning onsite and in partnership with industry partners using enhanced technology and virtualization
- 2C Develop dedicated innovation rooms sponsored by corporate partners

Create a platform for the sharing of ideas, experimentation and play with new technologies

- 3A Advance innovation through shared research projects with industry
- 3B Develop a research centre on the use of teaching technologies and digital innovations in the delivery of Humber's programming and services



DEFINITIONS

Adaptive Learning

Supports mastery-based personalized learning capabilities in traditional and emerging competency-based learning models using computers as interactive teaching devices.

Fully Online Delivery

An instructor-led learning experience using a variety of learning technologies to deliver the content and facilitate learning for an entire course. Online students are provided the opportunity to actively interact with the course content, classmates and the instructor through the effective design of learning material and supportive learning objects. Instructors build a learning community using a variety of interactive media including, but not limited to, webcasting, chat, blogs & wikis, individual and group discussions, interactive storylines, virtual synchronous chat sessions, simulations. Throughout the term students can expect to complete online assignments, assessments and participate in content specific discussions. Students are not expected to attend classes on campus, but are required to complete a proctored evaluation.

Hybrid Delivery

In addition to the elements noted in web-facilitated delivery, hybrid delivery blends online/ eLearning and face to face delivery in that substantial parts of the course content are delivered online. The online element should equate to approximately 1/3 of the scheduled time that would typically be spent in an in face-to-face course. Activities may include webcasts, chat sessions, discussions and/or team projects and activities that contribute to the learning.

Learning Analytics

The measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimising learning and the environments in which it occurs (Educause, 2012).

Mobile Learning

The combination of mobile technology and its affordances that create a unique learning environment and opportunity that can span across time and place (Stanton & Ophoff, 2013).

Personalization

Allows learners to “have the option to choose learning content based on their interest” (Al-Hmouz et al., 2010); they can also make small customizations to the look and feel of the content. Personalization goes even further though, where algorithms have been produced that will use the data collected from the users performance to customize content that is at their level and preference for learning (Al-Hmouz et al., 2010; Ozdamli & Cavus, 2011).

Ubiquitous Learning

A model in which learning can take place in any place, at any time, thanks to the integration of digital and mobile technologies into every aspect of program delivery.

Web-Facilitated Delivery

The use of web resources and technologies to facilitate and contribute to the learning that essentially takes place in a face to face course through the use of tools available in a course management system. For example, an instructor may use a course site to post a course outline; supplemental course material; links to readings and other web resources; accept electronic assignments and/or facilitate self assessments. Some or all of these activities happen without a decrease in time spent in the classroom.





HUMBER

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CAMPUS LOCATIONS

Humber North Campus
205 Humber College Blvd.
Toronto, ON M9W 5L7
Canada

Humber Lakeshore Campus
3199 Lake Shore Blvd. W.
Toronto, ON M8V 1K8
Canada

Humber Orangeville Campus
275 Alder St.
Alder Street Recreation Complex
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