



# Procedure

Procedure Name	<b>Instruction</b>		
Procedure #	IP 1.2	Parent Policy	IP 1.0 Curriculum and Instruction
Policy Owner	Vice President Academic	Effective Date	February 14, 2023
Procedure Owner	Director Academic Excellence	Next Review Date	February 14, 2028
Approved by	Vice President Academic	Approval Date	January 5, 2023

## 1.0 Purpose

This Instructional Procedure supports NAIT’s quality instructional practices with a focus on the creation and delivery of student-centered learning opportunities to optimize student learning.

## 2.0 Definitions

Term	Definition
Accessibility	Accessibility is an approach to the design and delivery of services, products, or spaces in anticipation of barriers and access needs for individuals.
Authentic Summative Assessment	Activities used to evaluate and grade a student’s ability to perform program and/or course outcomes by demonstrating successful completion of real-world tasks. Summative assessment happens after a series of learning events and formative assessment activities.
Becoming a Master Instructor Series	NAIT’s instructor preparation courses that teach foundational principles of teaching and learning.
Community of Practice (CoP)	A group of people who engage in collective learning and sharing of information and resources to achieve a common goal.
Curriculum	A plan that outlines student learning in a program, course, or credential that includes program structure (where applicable), learning outcomes, teaching and learning resources, and assessments.
Delivery Mode	The method by which students and instructors engage with each other and the course content, for example face-to-face or hyflex.
Duty to Accommodate	The legal obligation of NAIT to make reasonable adjustments to the delivery of services, such as education, to reduce or eliminate barriers which have an adverse impact on an individual or group based on a characteristic referenced in the protected grounds identified in the Alberta human rights legislation so that individuals are better positioned to fully access the services. Protected grounds include race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, and sexual orientation. Some hardship may be necessary when accommodating an individual; only when there is

	undue hardship can NAIT claim that the institute is unable to accommodate.
Experiential Learning	Experiential learning (EL) is an umbrella term that involves hands-on learning experiences that apply theory to authentic settings and that allow students to reflect on their experiences. EL experiences can happen on-campus, off-campus, or virtually, and can be either credit or non-credit opportunities.
Feedback	Information about how a practice, performance, and/or product is perceived. It is used to support student learning by identifying strengths, providing new ideas, exploring suggestions, and determining what needs to be adjusted. Feedback can include (but is not limited to) grades, comments on assessment, verbal and statements made to the whole class.
Instruction	The delivery of curriculum (regardless of delivery mode) designed to facilitate student learning experiences and assess student performance.
Learning Environment	The physical and virtual space where learning takes place including but not limited to classrooms, hallways, common areas, labs, digital learning resources like LMS, practicum locations, all social media platforms, and other spaces on campus.
Learning Outcomes	Learning statements that are supported by concepts (theories, ideas, and knowledge that a learner requires), skills (tasks, techniques, and processes that a learner needs to do), and issues (potential challenges, problems, and dilemmas that learners need to understand and resolve) at both the program and course level. They are structured for the purpose of aligning assessments with student achievement of the learning outcomes.
Learning Technology	Communication, information, and technological tools used to enhance and support teaching and learning.
Lesson Plan	A teaching resource that guides the instruction process through the events of instruction: Connection, Exploration, Practice, Assessment, and Reflection (CEPAR) to support learning.
Open Educational Resource (OER)	These are educational materials with an open license (no cost) that can be freely accessible and adapted for teaching and learning.
Outcome(s)-Based Education (OBE)	An educational approach that focuses on what students will be able to do once learning is completed. This goal-focused learning is articulated as outcomes.
Social Media	Any tool or service that uses the internet to facilitate conversations. It is the democratization of information, transforming people from content readers into publishers. It is the shift from a broadcast mechanism, one-to-many, to many-to-many model, rooted in conversations between authors, people, and peers.
Syllabus	A guide that is presented to students in the LMS that lays out the essential information for students about the course and course delivery.
Universal Design for Learning (UDL)	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.

### **3.0 Procedures**

#### **3.1 Instruction exemplifies a student-centered teaching and learning environment.**

- 3.1.1 Instructors create and model a safe, accessible, equitable, and inclusive learning environment in which the dignity of learners is respected.
- 3.1.2 Instructors create engaging learning opportunities, using Universal Design for Learning (UDL) principles (multiple means of engagement, multiple means of representation, and multiple means of action and expression) that include the choice and use of educational technologies as appropriate, regardless of delivery mode.
- 3.1.3 Accessibility practices in instruction align with Web Content Accessibility Guidelines and Duty to Accommodate.

#### **3.2 Instruction is designed for achievement of learning outcomes.**

- 3.2.1 Instructors design learning events so that they are sequenced over the duration of a course to teach course outcomes in alignment with Outcome(s)-based Education (OBE).
- 3.2.2 Instructors use appropriate instructional planning resources (e.g., course plans, unit plans, lesson plans) to organize learning and for the purposes of instructor substitution, reflection, and continuous improvement.
- 3.2.3 Instruction is guided by foundational educational principles as presented in the Becoming a Master Instructor (BMI) series of courses.
- 3.2.4 Instruction provides opportunities for experiential learning.

#### **3.3 Teaching and learning resources are chosen to support the achievement of learning outcomes.**

- 3.3.1 Digital/web-based technologies must be used in accordance with the Student Rights and Responsibilities Policy. Those digital/web-based technologies that are used for instructional purposes and have a social media component must also meet NAIT Social Media Standards and align with the External Communications Social Media Procedure.
- 3.3.2 The use of NAIT-supported learning technology can enhance achievement of course outcomes and provides students and instructors with technical support.
- 3.3.3 Careful selection of teaching and learning resources ensures that the selection, production, and use of learning resources follows applicable licenses, laws, and policies. Resources selected for student learning may include *Open Educational Resources* (OERs).
- 3.3.4 Students are presented one of NAIT's statements about recording in the LMS instance, in the syllabus, and directly before recording to meet FOIP requirements and allow students to discuss concerns privately with the instructor.

### 3.4 **Instruction is guided by feedback.**

- 3.4.1 Feedback on instruction and curriculum is gathered from multiple sources, using a variety of tools throughout the length of the course. These forms of feedback can include teaching observations, NAIT Student Survey on Instruction (NSSI), and other forms of instructional feedback.
- 3.4.2 Students have an opportunity to offer feedback on instruction and course-related elements at least once per course.
- 3.4.3 Feedback in conjunction with self-reflection is used to inform instructional practice and create continuous growth plans.

### 3.5 **Instruction is guided by a community of practice (CoP).**

- 3.5.1 Teaching and learning resources are shared with the NAIT instructional community for the benefit of student learning.
- 3.5.2 Pedagogical training and support for instruction is provided by NAIT which includes the Becoming a Master Instructor series of courses.
- 3.5.3 Instructors engage in continuous professional growth in both their pedagogical practice and in their specialized field.
- 3.5.4 Instructors renew and update teaching and learning resources, tools, and practices to ensure alignment with educational and industry practice.

## 4.0 **Exceptions to the Procedure**

- 4.1 All procedures listed under 3.3 are optional for short (< 4 weeks) courses. Instead, these short courses follow guidelines created by the Associate Dean Academic, Director or Designate, who also maintains a list of courses in this category.
- 4.2 Exceptions to this procedure other than those listed in 4.1 are documented and formally approved by Policy Owner.
  - 4.2.1 Procedure exceptions must include:
    - The nature of the exception;
    - A reasonable explanation for why the procedure is required;
    - Confirmation that the exception aligns with the general principles;
    - and/or*
    - Any risks created by the procedure exception and how they will be managed

## 5.0 **Related Documentation**

- 5.1 Instruction Quality Standards
- 5.2 IP 1.1 Curriculum Procedure
- 5.3 IP 1.3 Assessment Procedure
- 5.4 IP 1.4 WIL Procedure
- 5.5 IP 1.5 Credit Framework Procedure
- 5.6 ER 5.0 Social Media Employee Policy
- 5.7 External Communications Social Media Procedure

- 5.8 Web Content Accessibility Guidelines
- 5.9 SR 1.0 Student Rights and Responsibilities
- 5.10 Learning Resources Evaluation Checklist
- 5.11 RI 11.0 Student Rights and Responsibilities in the Conduct of Research
- 5.12 NASA Collective Agreement
- 5.13 LC 4.0 Use of Copyright Protected Work Policy
- 5.14 LC 4.1 Use of Copyright Protected Work Procedure
- 5.15 Legislated Documents:
  - Canadian Charter of Rights and Freedoms*
  - Alberta Freedom of Information and Protection of Privacy Act (FOIPP)*
  - Alberta Human Rights Act*
  - Alberta Occupational Health and Safety (OH&S) Act*
  - Post-Secondary Learning Act (PSLA) Act of Canada*
  - Alberta Human Rights Commission (for Duty to Accommodate)*

**Document History**

<i>Date</i>	<i>Action/ Change</i>
<i>September 2020</i>	<i>IP 1.02 Quality Instruction (updated to present document)</i>
<i>January 2023</i>	<i>IP 1.02 Quality Instruction updated and replaced with IP 1.2 Instruction</i>