



## Procedure

Procedure Name	<b>Quality Instruction</b>		
Procedure #	IP 1.02	Parent Policy	IP 1.0 Quality Curriculum and Instruction
Policy Owner	Provost/ Vice President Academic	Effective Date	October 19, 2016
Procedure Owner	Executive Director, Learning and Teaching Commons	Review Date	October 2019
Approved by	Provost/ Vice President Academic	Approval Date	October 19, 2016

### 1.0 Purpose/ Background

Instructional practices are fundamental to NAIT's core business of teaching and learning and as such NAIT is committed to pedagogically sound practice that optimizes opportunities for student learning. It is critical that instructors at NAIT use instructional practices that meet NAIT's quality standards.

### 2.0 General Principles

All instructional practice at NAIT, regardless of instructional modality, adheres to quality standards and assurance processes.

### 3.0 Definitions

Term	Definition
Assessment Feedback	Feedback that is provided to students after an assessment that supports student understanding of how well they performed on the assessment. This can include returning graded assessments to the students and/or providing the students with a summary of what would result in a grade of 100% for the assessment.
Authentic Summative Assessment	Measurement activities that assess a student's ability to perform program and/or course outcomes by demonstrating job related concepts, issues and skills. Summative assessment happens after a series of learning events and indicates what students have learned.
Becoming a Master Instructor 1 and 2	NAIT's instructor preparation courses that teach the foundational principles of teaching and learning.
Championing Academic Practices	NAIT's leadership development course that supports those who have leadership responsibilities with regard to curriculum and instruction practices.
Course Outline	A contractual agreement between NAIT and students that includes:

	<ul style="list-style-type: none"> <li>• High-level overview of what will be taught including a course description and course outcomes</li> <li>• An outline of how the course outcomes will be assessed</li> </ul>
Course Site Instance	A copy of a master course site that can be customized by an individual instructor. Students are enrolled in course site instances.
Course Site Master	A course template or blueprint from which course site instances are created. Students are not enrolled in a master course site.
Faculty Development and Performance Evaluation (FDPE)	A holistic NAIT Human Resource process that supports development and evaluation of faculty practices.
Formative Assessment	Measurement activities that are used to monitor progress and to provide ongoing and regular feedback that can be used by instructors to improve their instructional practices or used by students to improve their learning.
Instructional Resources	The curricular content (printed and digital books, journals, course packs, articles, music, tests, videos, instructor-created PDFs and PowerPoint documents, web pages, etc.), as well as the technologies required (hardware, firmware, software and applications) for the manipulation, annotation and dissemination of content.
Lesson Objective	A statement that guides the teaching and learning activities for a lesson and clearly states what the student will learn during that lesson.
Lesson Plan	An outline for a lesson that guides lesson delivery to support student learning.
Outcome Based Education (OBE)	<p>An educational approach structured around learning outcomes. OBE learning outcomes reflect:</p> <ul style="list-style-type: none"> <li>• The concepts and issues that graduates can expect to encounter in their field</li> <li>• The skills that graduates of a program can expect to be called upon to use</li> </ul> <p>Learning outcomes answer the question, “What will graduates have to do out there that NAIT is responsible for teaching them while enrolled?”</p>
Universal Design for Learning (UDL)	A research-based set of principles that together form a practical framework used in curriculum development to maximize equitable access and learning opportunities for every student.

## 4.0 Procedures

### 4.1 Oversight of quality instruction: Instructional practice adheres to quality assurance processes.

To support quality instructional practice, comprehensive evaluation processes are followed.

### 4.2 Demonstration of expertise: Instructors display expertise in both subject matter and instructional practice.

All instructors receive pedagogical training, which must include the completion of NAIT’s Becoming a Master Instructor 1 and 2 courses as outlined in the Human Resources Letter of Hire or contract.

All instructors must stay current in their subject matter.

**4.3 Foundations of quality instruction: Quality instruction is based on five foundational practices.**

4.3.1 Foundational practice one: Instructors demonstrate and promote an attitude of respect, dignity and equity to create safe, supportive and accessible learning environments for all students.

NAIT's Respectful Workplace, Code of Ethics and Conduct Policies and values guide instructor behaviour.

4.3.2 Foundational practice two: Instructors develop teaching and learning activities as well as develop, select or revise the instructional resources to optimize student learning.

Lesson plans state the lesson objective related to the course outcome and outline the teaching and learning activities and instructional resources used to support student achievement of the lesson objective.

The instructor utilizes instructional practices that ensure all learners have equitable access to curriculum. These practices are informed by the three principles of universal design for learning (UDL).

Principle One: Multiple means of engagement – Learning experiences are designed so that students are engaged with the curriculum in a variety of ways throughout the course.

Principle Two: Multiple means of representation – Learning experiences are designed so that curriculum is presented to students in a variety of ways throughout the course.

Principle Three: Multiple means of action and expression – Learning experiences are designed so that students can use a variety of ways to express what they have learned throughout the course.

4.3.3 Foundational practice three: Instructors provide students with opportunities to improve their learning through the provision of feedback.

Both formative and authentic summative assessments are used to support learning. A typical standard for providing feedback is 5 business days. Where this standard cannot be upheld, conversations with the Associate Dean Academic should occur. Grades from

assessments, which may or may not be different from assessment feedback, must be provided in a timely manner.

**4.3.4 Foundational practice four: Instructors provide students with course information to optimize student learning and experience.**

Students are provided access to an LMS course site instance. The course site instance provides the course outline as well as a syllabus specific to the instructor and the course section. The course syllabus provides detailed course specifics that include: instructor information, contact information including instructor availability for student support, class schedule, lesson objectives, assignment and assessment dates, grading criteria, mode of delivery, field trip information if applicable, and class policies.

**4.3.5 Foundational practice five: Instructional practice is guided by feedback on instruction.**

Instructors provide students with an opportunity to provide feedback at least once prior to the end of each course taught.

Instructors gather feedback from classroom observations as per NAIT's comprehensive evaluation process.

Students involved in Work Integrated Learning activities will have an opportunity to provide feedback about their preceptors/supervisors.

Instructors reflect on feedback they receive and, where appropriate, use the feedback to inform future instructional practices and/or instructional professional development goals.

Instructor reflections and future plans to support quality instruction will be reviewed annually as part of NAIT's comprehensive evaluation process.

## **5 Exceptions to the Procedure**

**5.1 Exceptions to this procedure must be documented and formally approved by the Policy Lead.**

Procedure exceptions must include:

- The nature of the exception
- A reasonable explanation for why the procedure exception is required
- Confirmation that the exception aligns with the general principles
- Any risks created by the procedure exception and how they will be managed.

## **6 Related Documentation**

***Document History***

<i>Date</i>	<i>Action/ Change</i>