

TEACHING & LEARNING POLICY (T&LP) COMMITTEE

Meeting #5 (2022-2023)

January 20, 2023

2:00-3:30 p.m.

Via Microsoft TEAMS

[Click here to join the meeting](#)

Or call in (audio only)

[\(888\) 862-4985 ,701538598#](#) Canada (Toll-free)

Phone Conference ID: 701 538 598#

A G E N D A

ITEM	LEAD	ACTION
1. Welcome and Land Acknowledgement	CCC	
2. Approval of the Agenda	CCC	<u>DECISION</u>
3. Minutes of the December 16, 2022 Meeting	CCC	<u>DECISION</u>
4. Business Arising from the Minutes		
5. LMS- Brightspace Update	MC	Information
6. Report of the Vice-Provost, Teaching and Learning	RJ	Information
7. ChatGPT Discussion Topics	NH	Information
8. Potential Revisions to FHB 3.A.9 (examination)	RJ	Information
9. Generative Discussion Topics	DC	Information
10. Other Business		
11. Adjournment		

Legend:

CCC - Christene Carpenter-Cleland

MC - Matt Clare

RJ - Rajiv Jhangiani

NH - Nicholas Hauck

DC- Don Cyr

Next meeting: February 17, 2023, 2:00-3:30 p.m. via Microsoft TEAMS

ACCESSIBILITY: If you require this agenda in an accessible format or require the provision of communications supports for the meeting, please submit a request by email to universitysecretary@brocku.ca. Please note, where meetings are held using Microsoft Teams, individual participants can access live captioning by following these instructions: [Live Captioning in Teams Meetings](#).

(Circulated prior to approval)

**MINUTES OF MEETING #4 (2022-2023)
SENATE TEACHING AND LEARNING POLICY
COMMITTEE**

December 16, 2022

9:00-10:30 a.m.

Via Microsoft TEAMS

PRESENT: Christene Carpenter-Cleland (Chair), Andrew Dane (Vice-Chair),
Kymberly Ash, Princely Ifinedo, Calin Murgu, Jae Patterson (BUFA Observer),
Francine Vachon, Rakha Zabin

EX-OFFICIO: Ken Chan, Matt Clare, Suzanne Curtin, Don Cyr, Rajiv Jhangiani,
Carol Merriam, Mark Robertson

RESOURCE: Caroline Lidstone (Administrative Support)

REGRETS: Dawn Good

1) Welcome and Land Acknowledgement

The Chair welcomed committee and resource members, called the meeting to order and read a land acknowledgement.

2) Approval of the Agenda

The Agenda was approved by general consent

3) Minutes of the November 25, 2022, meeting

[The Minutes of November 25, 2022 were included with the Agenda]

An editorial change was noted in the attendance section. The amended Minutes were approved by general consent.

4) Business arising from the Minutes

Research on Lecture Recordings

[A report from the Vice-Provost, Teaching and Learning, dated December 8, 2022, subject "Research on the impact of providing access to lecture recordings" was included with the Agenda]

The committee received the report for information. The report was provided in response to a discussion on student absence/illness numbers that took place at the October 28, 2022 meeting of T&LPC. The report contained a summary of

annotated bibliography on the impact of lecture recordings and performance.

Members provided comments and feedback on part-time teaching, technology, and classroom modernization as matters for consideration in the future.

5) LMS - Brightspace update

[A report from CPI on Brightspace Implementation was included with the Agenda]

Members received the report for information. The report contained a listing of recent and upcoming project milestones.

Of note, individuals can now be given access to all courses within a department. CPI is seeking feedback from T&LPC with regards to planning for the decommissioning of Sakai. The resource selection team will meet in January to finalize the plan.

During the meeting Matt Clare provided via chat a link to resources for flexible teaching and learning, and a list of rooms on campus with dedicated lecture capture equipment (Sean O’Sullivan, 7 hyflex classrooms and Welch Smart room).

Rajiv Jhangiani provided via chat a link to information that addresses the question of support available for instructors on the transition to Brightspace.

6) General Discussion Topic

There was no feedback from members.

7) Report of the Vice-Provost, Teaching and Learning

[A report from the Vice-Provost, Teaching and Learning, dated December 9, 2022 was included with the Agenda]

Rajiv Jhangiani referred members to the report.

It was noted that:

- PP&BAC voted unanimously to recommend the Academic Policy to Senate
- Thanks was extended to those that attended the “Tribute to Teaching” event
- Revisions are being made to the exam policy at USAC

Vice-Provost, Teaching and Learning thanked everyone for their support during the past few months and received positive feedback on the structure of the reports.

8) Other Business

The Chair thanked Caroline Lidstone for her service to the committee.

Ken Chan introduced Gemma Ahn as the newly appointed Associate Vice-President, ITS. Gemma Ahn will attend T&LPC meetings as an Observer.

9) Adjournment

The meeting adjourned at 9:54 a.m.

Next LMS Report: Brightspace Implementation

Recent and Upcoming Project Milestones

- **Completed: Sakai reference sites (Migrated content)**
 - Migrated content from FW2018 to SU2022 has been released to instructors
- **Completed: Learning Object Repository (LOR) Working Group**
 - The LOR WG recommends that the LOR not be implemented at this time.
 - While the LOR offers interesting opportunities for sharing learning material via a shared repository, the LOR does not meet the functional needs of Brock faculty, students, and staff, and is not technically robust enough to warrant implementation.
- **Ongoing: Sakai decommissioning plan**
 - The Resource Selection Team met January 9, 2023 to finalize Sakai's decommissioning plan and will be submitting it to the Senate Information Technology and Infrastructure committee on February 4th
 - Included in the plan:
 - No FW2023-24 courses available in Sakai
 - Strong discouragement for teaching with Sakai in SP/SU2023
 - Redirecting the lms.brocku.ca address to Brightspace and moving Sakai to a legacy address
 - A plan to help participants in Spring/Summer Sakai courses navigate "back" to Sakai during the transition
 - Updates to the navigation across Brock University's web presence
 - Direct communications at the depart level about the decommissioning of the system, and site owner level for Project sites
 - Migrating of FW2022-23 Sakai sites
 - A "cold storage" plan that reflects [Brock University's LMS retention schedule](#)

Ongoing Training

<https://experiencebu.brocku.ca/organization/cpi>

After a series of introductory and Ask Me Anything (AMA) sessions, thematic sessions, such as "Assessment with Brightspace" are being planned.

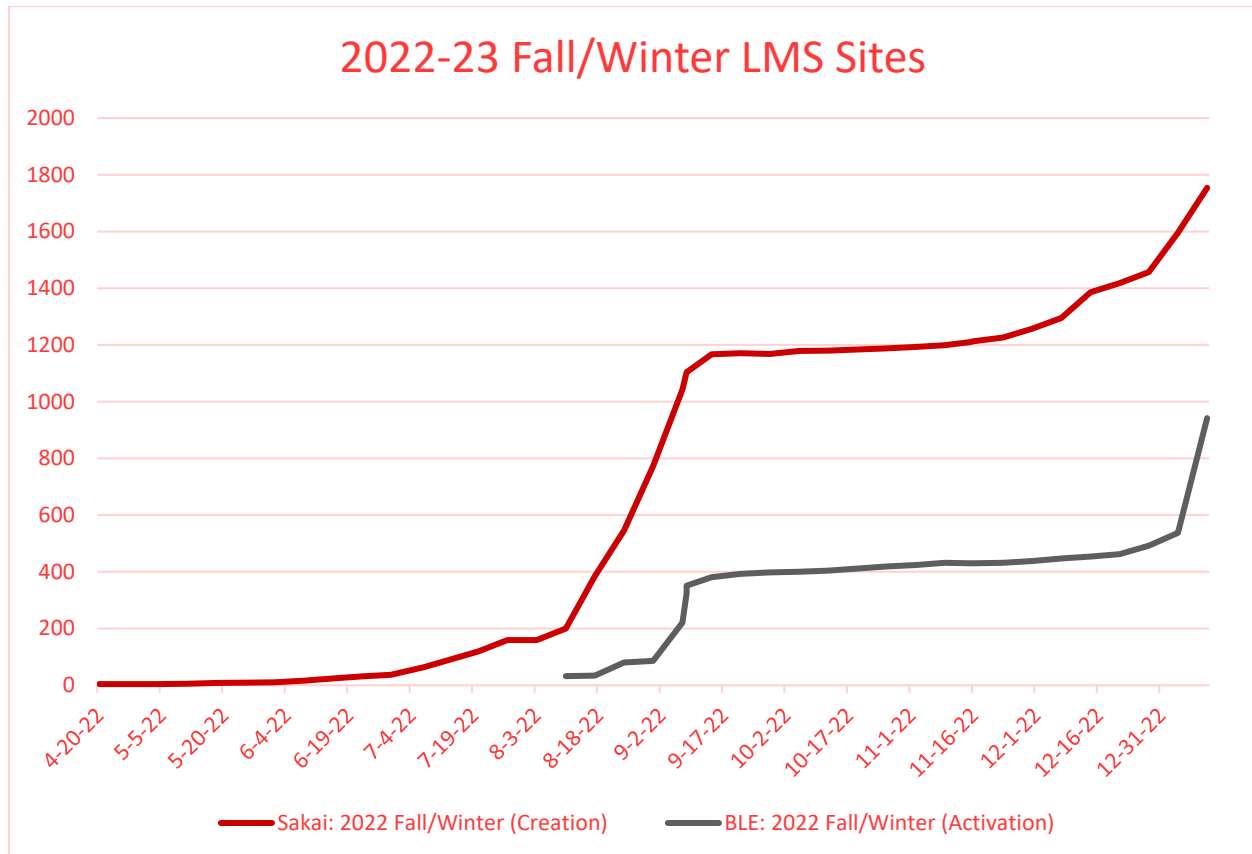
Jan-23

Fall/Winter LMS Usage Rates

Fall/Winter term site numbers, as of January 12, 2023

Sakai course sites: **1762** + Brightspace Course Sites: **942** = **2704**

(For comparison: 2731 sites, January 12, 2022)



Memo

Brock University
Niagara Region
1812 Sir Isaac Brock Way
St. Catharines, ON
L2S 3A1 Canada

To: Christene Carpenter Cleland, Chair, T&LPC

From: Rajiv Jhangiani, Vice Provost, Teaching and Learning

Date: January 13, 2023

Subject: **Report of the Vice Provost, Teaching and Learning**

brocku.ca

Thank you for the opportunity to provide a regular report to the members of T&LPC. The following is a summary of relevant activities between December 12, 2022 and January 13, 2023:

Draft academic plan

- Following the unanimous recommendation of the Planning, Priorities, and Budget Advisory Committee (PP&BAC) to recommend that Senate approve the draft academic plan, two additional minor revisions were made (in line with PP&BAC's December 2022 meeting discussion). The updated draft plan has now been submitted to the University Secretariat along with a list of all revisions since the start of the final Senate consultation process. The motion to approve the draft academic plan is included in the January 18, 2023 Senate meeting agenda.
- Following Senate approval of the draft academic plan I will begin working with units and colleagues across the university to develop implementation plans for each of the plan's actions.

Redesign of the Centre for Pedagogical Innovation

- With a view to ensuring that Brock's Centre for Pedagogical Innovation (CPI) is positioned to support our university community's current and emerging needs, a redesign of this unit is currently underway, supported by our colleagues in HR. As a first important step in this process, I am delighted to share that Giulia Forsythe has been appointed as CPI's Director, Teaching and Learning whereas Matt Clare has been appointed as CPI's Director, Technology Enabled Learning, with both appointments effective December 23, 2022. Many of you already know Giulia and Matt well, as they both have a long history at Brock and are highly respected across (and beyond) the university and beloved by their teams. In reclassifying their positions (they were both formerly Associate Directors who reported to an Associate Vice Provost, Teaching and Learning), CPI and the broader university will not only continue to benefit from their exemplary leadership, but also a contemporary "[entangled pedagogy](#)" model wherein pedagogy and technology shape and are shaped by one another.
- CPI's Education technologies support team is now led by Melanie Elliott. Melanie becomes CPI's Manager of Educational Technologies after working with the CPI for over half a decade, most recently as Project Coordinator for the LMS replacement project.
- Alisa Cunnington is bringing her experience to the new position of Senior Educational Developer, Technology Enabled Learning.
- Additional announcements will follow as the redesign continues through CPI's educational development and educational technologies teams.

BC Digital Learning Advisory Committee

- In December 2022 I concluded my work as part of the BC Digital Learning Advisory Committee, where I chaired the quality enhancement working group. One of the outcomes of this labour is a set of recommendations for BC's post-secondary sector that may also be of interest to members

of T&LPC, and so I am including these as an appendix to this report.

Notable projects/initiatives

- CPI's annual [Tribute to Teaching](#) event was held on December 12, 2022 and was a wonderful celebration of our latest and recent university-wide teaching award recipients. Our thanks to the many members of T&LPC who were able to attend the event.
- I attended the Cycle 2 Board of Trustees & committee meetings on December 14-15, 2022.
- Prior to the holiday break I toured Brock's impressive new nursing simulation lab and discussed the educational technology and other teaching-related needs with the program's faculty and lab personnel.
- In line with the work plan of USAC, I have been working in partnership with the Office of the Registrar and CPI to review FHB 3.A.9 (Examination). A set of conceptual questions related to potential revisions to this policy was presented for discussion at the December 14, 2022 meeting of USAC (these questions are also being presented for discussion at T&LPC). Revised policy language will be brought to a future USAC meeting for consideration.
- The Campus Trauma-Informed Practices Group has continued its work in drafting terms of reference and will soon be able to indicate the ways in which it will be able to support our campus community. Dawn Shickluna (Student Wellness and Accessibility Services) is the group's first chair. T&LPC may wish to consider inviting members of this group to a future meeting for a discussion about trauma-informed pedagogies.
- CPI is among the groups on campus preparing for a forthcoming visit by Quality Assurance Council Auditors reviewing Brock's Institutional Quality Assurance Processes (IQAP)

External

- A few comments from a longer conversation with a reporter from the Globe & Mail about the implications of the advent of ChatGPT and similar technologies made it into [an article published on December 17, 2022](#).
- The BC Ministry of Post-Secondary Education and Future Skills has invited me to participate in their planned working group on ethical educational technology. I have agreed to serve in this capacity, given the strong overlap between this work and the following action listed in the draft academic plan:
 - *Develop and adopt an ethical framework for educational technologies that ensures the procurement of digital tools do not perpetuate and reinforce systemic inequalities and racial biases (Priority 4e)*
- I have been invited to be the Society for the Teaching of Psychology's sponsored speaker at the [annual convention of the Association for Psychological Science](#), which will be held May 25-28 in Washington, DC
- I have been invited to give the keynote address at the [Reclaim Open conference](#), which will be held from June 5-7, 2023 in Fredericksburg, VA

Appendix

BC's Post-Secondary Digital Learning Strategy: Digital Learning Advisory Committee Recommendations

B.C.'s Post-Secondary Digital Learning Strategy

**Digital Learning
Advisory Committee
Recommendations**

Table of Contents

Introduction to the Digital Learning Advisory Committee	2
DLAC's Strategic Priorities and Action Plan	7
Strategic Priority 1: Policies and Processes	7
Strategic Priority 2: System Collaboration.....	8
Strategic Priority 3: Enhancing Digital Equity	9
Appendix 1: Guidelines for Technology-Enhanced Learning	12
Appendix 2: B.C.'s Post-Secondary Digital Literacy Framework.....	22
Appendix 3: Capabilities Mapping.....	35
Acknowledgements	38

Introduction to the Digital Learning Advisory Committee

Context

In Spring 2020, British Columbia's post-secondary system pivoted towards online services in response to the COVID-19 pandemic, initiating a transition that has impacted post-secondary operations across the entire system.

This initial shift to emergency online learning was anticipated to be short-lived, however the nearly universal use of online learning throughout repeated pandemic waves reinforced the use of digital models for learning and services. This shift to emergency online teaching and learning impacted all areas of the post-secondary system, from learners to educators, staff, administration, and other areas of post-secondary communities. This document is intended for the post-secondary system, including the Ministry of Post-Secondary Education and Future Skills, with the goal of enhancing the ongoing digital aspects of post-secondary studies across B.C.

The post-secondary system overcame multiple challenges throughout the COVID-19 pandemic, showcasing the system's resilience, adaptability, and strength. It is anticipated that a growing portion of the post-secondary experience will occur online in the form of digitally accessed learning and services offered in parallel with on-campus options. This means that learners, educators, staff, and communities' reliance on digital services will continue to grow.

More broadly, digital learning models can provide opportunities for prospective learners to engage with post-secondary studies when they otherwise may have encountered geographic, social, cultural, and financial barriers. This has the potential to narrow socioeconomic gaps and ultimately build stronger relationships between post-secondary studies and career pathways.

The Digital Learning Strategy is intended to enhance how digital technology is used in post-secondary education. This includes the digital components of in-person, hybrid, and remote programs. Technology-enhanced learning is not intended to replace in-person learning models, rather it is a complement to it that has the potential to increase access to post-secondary education across B.C.

The goal of the strategy is to support outcomes that are relevant and responsive to all members of post-secondary communities, including First Nations-mandated institutes,

such as the [Indigenous Adult Higher Learning Association \(IAHLA\)](#)¹ institutes, as well as other Indigenous institutes. In the terms of the [Declaration on the Rights of Indigenous Peoples Act Action Plan 2022-2027](#), the Province of British Columbia recognizes First Nations, Métis, and Inuit as the Indigenous Peoples of Canada with rights recognized and affirmed in section 35 (1) of the Constitution Act, 1982. The Province also recognizes that First Nations, Métis, and Inuit are distinct, rights-bearing communities, and is committed to a distinctions-based approach to its relationship with each.² The intention of this strategy, working through the strategic priorities and recommended actions, is to reflect this distinction-based approach that acknowledges the specific rights, interests, priorities, and concerns of First Nations, Métis, and Inuit Peoples when applicable and appropriate. Within this document, the terms Indigenous and Indigenous Peoples are used at times to describe people who identify as First Nations, Urban Indigenous, Métis, and Inuit.

Access to Digital Learning

System-wide conversations frequently highlighted the importance of internet access for rural and remote communities across B.C., including Indigenous communities. Internet connectivity is a critical enabler for accessing digital learning opportunities in B.C.'s post-secondary system. This DLS recognizes that access to internet connectivity varies across B.C., and considerations about bridging the digital divide were at the forefront of the development of this work.

Announced in March 2022, the Governments of Canada and British Columbia committed up to \$830 million to connect British Columbians to high-speed internet, with a goal of connecting 98% of Canadians by 2026 and 100% by 2030.² B.C. has a plan to accelerate this work with a provincial target of connecting 100% of B.C. communities to high-speed internet by 2027.³

The progress of this work is expected to benefit learners in accessing the full potential of digital learning opportunities. However, the installation of new network capacity across the province is outside of the scope of the DLS.

¹ The Indigenous Adult and Higher Learning Association (IAHLA) is the representative organization for a wide variety of Aboriginal controlled adult and post-secondary educational institutes across British Columbia. The community-based institutes offer a broad spectrum of courses and programs. See more at: <https://iahla.ca/>

² Government of British Columbia, *Declaration on the Rights of Indigenous Peoples Act Action Plan* (2022): https://www2.gov.bc.ca/assets/gov/government/ministries-organizations/ministries/indigenous-relations-reconciliation/declaration_act_action_plan.pdf at 6.

³ Government of Canada, *British Columbians to benefit from a historic plan with up to \$830 million toward connecting all remaining rural households in the province to high-speed Internet* (March 8, 2022.), <https://www.canada.ca/en/innovation-science-economic-development/news/2022/03/british-columbians-to-benefit-from-a-historic-plan-with-up-to-830-million-toward-connecting-all-remaining-rural-households-in-the-province-to-high-.html>

Background

In 2021, the Ministry of Post-Secondary Education and Future Skills ('the Ministry' or 'PSEFS') engaged the post-secondary system to better understand and support digital learning models in post-secondary education in British Columbia in response to the COVID-19 pandemic. The Digital Learning Advisory Committee (DLAC) was initiated to lead a collaborative process to enhance digital post-secondary experiences across the province by:

- Identifying the lessons learned from the widespread adoption of digital learning models in post-secondary education throughout the COVID-19 pandemic,
- Incorporating these into existing knowledge and best practices regarding the application of digital learning models in post-secondary education, and
- Envisioning how human-centred digital learning environments can complement and enhance British Columbia's (B.C.) post-secondary system over the next 5-10 years.

The Associate Vice President of Teaching and Learning at the University of Fraser Valley, Dr. Maureen Wideman, and the Assistant Deputy Minister in the Post-Secondary Policy and Programs Division in the Ministry of Post-Secondary Education and Future Skills, Nicola Lemmer, served as DLAC's Co-Chairs, exemplifying the collaboration between the post-secondary system and government.

DLAC consisted of three Working Groups: Quality Enhancement, Digital Literacy, and Technology, Finance, and Administration. Members of these Working Groups included a cross-section of experts from colleges, institutes, teaching- and research-intensive universities, and sector experts from the British Columbia Council on Admissions and Transfer (BCCAT), the First Nations Technology Council (FNTC), BCcampus, and BCNET. DLAC and the Working Groups collaborated to develop the Digital Learning Strategy (DLS).

Summary

The Digital Learning Strategy is intended to advance the post-secondary system's ability to navigate the rapidly growing and ever-changing digital landscape of post-secondary education in B.C. To accomplish this while respecting the diversity of B.C.'s post-secondary system and communities, the high-level recommendations provide flexible tools and approaches to support local adoption and implementation.

The collaborative efforts of DLAC and the Working Groups resulted in:

- The Strategic Priorities and Recommended Actions (pages 7-10),
- The Guidelines for Technology-Enhanced Learning (Appendix 1),
- A Post-Secondary Digital Literacy Framework (Appendix 2), and
- A Capabilities Summary (Appendix 3). The additional outputs of the Technology, Finance, and Administration Working Group are reflected throughout the Strategic Priorities and Recommended Actions in the Digital Learning Strategy.

These are the products of extensive engagement and consultation with a broad range of individuals and organizations from across B.C.'s public post-secondary system, along with experts from other jurisdictions within Canada and internationally.

Consultations on this document took place with adult higher learning entities and post-secondary institutions across B.C. between April and September 2022, and included discussions with:

- Vice Presidents Academic, Finance, Students, Human Resources, equivalents, and delegates,
- Chief Information Officers,
- [First Nations Education Steering Committee](#) staff (FNESC),
- [Indigenous Adult and Higher Learning Association](#) (IAHLA),
- [Métis Nation British Columbia](#) (MNBC),
- Registrars and BC Registrars Association (BCRA),
- [BC Electronic Libraries Network](#) (BC ELN),
- [BCNET](#)
- Administrative Services Collective,
- Collective Agreement Specialists,
- Post-secondary and learning specialists across Canada
- Subject matter experts from across the Provincial Government

In addition to reflecting post-secondary system expertise through the development and consultation process about the DLS, this strategy was also informed by learners' voices, reports, and other sources of information generated throughout the course of the COVID-19 pandemic regarding learners' perspectives and experiences with digital learning. It is anticipated that learners' perspectives will also inform the next stages of this work, particularly in the implementation phase.

As a result of the consultations, the DLS was refined to reflect feedback and to inform implementation plans for the recommended actions. The goal of these consultations was to create a digital post-secondary strategy for B.C. that reflects the needs of post-secondary populations.

Next Steps

Implementation will begin in Fall 2022. This will consist of initiatives and pilot programs in partnership with post-secondary institutions and organizations stemming from the recommended actions.

These initiatives aim to provide provincial coordination to build capacity within the post-secondary system in areas of strategic importance in the use of digital learning technologies, specifically where collaboration across multiple post-secondary institutions is a critical factor for success.

Post-secondary institutions and higher-learning entities, including First Nations-mandated institutions and Indigenous institutes, may have varying approaches to integrating digital learning. The DLS is intended to support these institutions with enhancing their digital capacity and leveraging existing expertise, with the goal of being responsive to the diverse contexts of B.C.'s institutions.

A key element of implementation will also involve continuing to engage with Indigenous communities and organizations, such as First Nations-mandated and other Indigenous institutes, to ensure our work reflects lasting and meaningful reconciliation.

Institutions are encouraged to develop their own digital learning strategies, reflective of their unique local context and digital needs. This is expected to take place incrementally, and at the pace that works for institutions.

Throughout consultations, the Ministry received interest in participating in upcoming working groups, initiatives, and pilot projects. The actions and initiatives are in their formative stages. Interested parties will have the opportunity to participate in next steps.

Feedback

The intention of the DLS is to synthesize digital needs from across the system and to create collaborative solutions. As such, the Guidelines for Technology-Enhanced Learning and the Digital Literacy Framework, appendices to this document, are intended to be evergreen, adapting with emergent technologies and pedagogies over time.

Feedback and questions are welcome on an ongoing basis and can be addressed to the Post-Secondary Digital Policies and Programs Branch at AEST.DPP@gov.bc.ca.

DLAC's Strategic Priorities and Action Plan

Strategic Priority 1: Policies and Processes

The B.C. post-secondary system's successful adaptation to the rapidly growing and evolving role of technology in post-secondary education will benefit from institutions leveraging existing expertise, developing new or updating existing policies to address the impact of digital technology on all facets of post-secondary operations and to foster innovation and excellence.

Recommended Actions

- 1 (a) Institutions are encouraged to implement the Guidelines for Technology-Enhanced Learning (the 'Guidelines' are attached as Appendix 1), including by:
 - i. Establishing a localized cross-functional digital learning advisory body,
 - ii. Incorporating the Guidelines into institutional strategic planning and reporting, and
 - iii. Considering the Guidelines when developing new programs and proposals for targeted Ministry funding.
- 1 (b) Institutions are encouraged to use the B.C. Post-Secondary Digital Literacy Framework (attached as Appendix 2) to enhance and promote equitable digital literacy across post-secondary populations by:
 - i. Developing localized digital literacy policies, in collaboration with other institutions when appropriate,
 - ii. Integrating digital literacy open education resources, such as those curated by BCcampus, into courses and programs for learners when appropriate, and
 - iii. Connecting institutions, educators, and staff with available resources for training and professional development.
- 1 (c) The Ministry supports the post-secondary system in ensuring that digital spaces and technologies recognize and account for the needs of diverse communities of all backgrounds and identities by:

- i. Developing a set of Ethical Guidelines for Educational Technology,
- ii. Supporting the post-secondary system in implementing accessibility standards and legislation (*Accessible B.C. Act* and *Accessible B.C. Regulation*), and aligning with data standards and directives from the *Anti-Racism Data Act* within digital spaces and technologies, and
- iii. Adopting current and emerging best practices to increase diversity, inclusion, and safety in digital spaces.

1 (d) The Ministry and members of the post-secondary system gather at least once annually for institutions to:

- i. Report on progress in implementing the Guidelines,
- ii. Participate in a forum to share progress and challenges associated to digital learning and technology-enhanced learning environments
- iii. Collaborate with the Ministry to refine the Guidelines for Technology-Enhanced Learning, and
- iv. Inform system strategies within post-secondary institutions and more broadly to learners, educators, staff, and communities.

Strategic Priority 2: System Collaboration

In response to increasing demands for digital infrastructure, including hardware, software, and human resources, system-level coordination and collaboration leveraging organizations such as First Nations Technology Council, BCcampus, and BCNET is recommended to reduce costs related to digital technologies across B.C.'s post-secondary system including First Nations-mandated institutions, such as IAHLA, and other Indigenous institutes.

Recommended Actions

2 (a) The Ministry, the post-secondary system, and BCNET collaborate on the establishment of an evergreen five-year technology investment strategy, in conjunction with the existing five-year capital investment planning process.

2 (b) The Ministry, the post-secondary system, and BCNET collaborate to develop and maintain a repository of software applications, platforms, and relevant privacy and security assessments used across the post-secondary system.

2 (c) The Post-secondary system is encouraged to use BCNET's joint procurement processes as default to reduce costs for vendor management, access expertise, specialized learning technologies, and large commodity technology purchases (such as Learning Management Systems, Student Information Systems, Enterprise Resource Planning systems, audio and visual equipment, storage, etc.). Open-source programs and software development is also encouraged.

2 (d) The post-secondary system and BCcampus collaborate to explore models for developing openly licensed online course materials, particularly for high-transfer courses commonly offered across multiple post-secondary institutions.

2 (e) The Ministry and the post-secondary system develop and implement collaborative software and application development models as an integral component of post-secondary research and innovation, including through exploring a pilot related to:

- i. Establishing an Open-Source Programs Office (OSPO) to provide governance, advice, and support for the development of Open Source (OS) applications, to:
 - i.1) Enable innovative learning experiences and/or OS tools and methods, and
 - i.2) Enable development, maintenance, and hosting of open licensed software, where appropriate,
 - i.3) Support developing, licensing, adopting, and managing intellectual property for open-source technologies when appropriate.

Strategic Priority 3: Enhancing Digital Equity

The post-secondary system can contribute to digital equity by developing B.C.'s digital capabilities within the post-secondary system, including within post-secondary institutions, system organizations, First Nations-mandated institutions, such as IAHLA institutes, and other Indigenous institutes.

Recommended Actions

3 (a) The Ministry, post-secondary system, and BCNET collaborate to reduce the costs of suitable devices (i.e., laptops, mobile devices, cell phones, etc.), and internet plans for learners, educators, and staff, where possible.

3 (b) The Ministry collaborates with Thompson Rivers University Open Learning,⁴ EducationPlannerBC, and the B.C. Council on Admissions and Transfer to enhance provincial advising supports to promote broader post-secondary access through open learning and flexible pathways.

3 (c) In conjunction with Indigenous Peoples, the Ministry and post-secondary system support effective approaches for intellectual property management (maintenance, control, protection, and development), labelling and licensing to protect Indigenous knowledge and intellectual property.⁵

3 (d) The Ministry, post-secondary system, and BCNET explore several pilots to support remote learners' access to the programs and software required for their learning, including accessibility supports, such as:

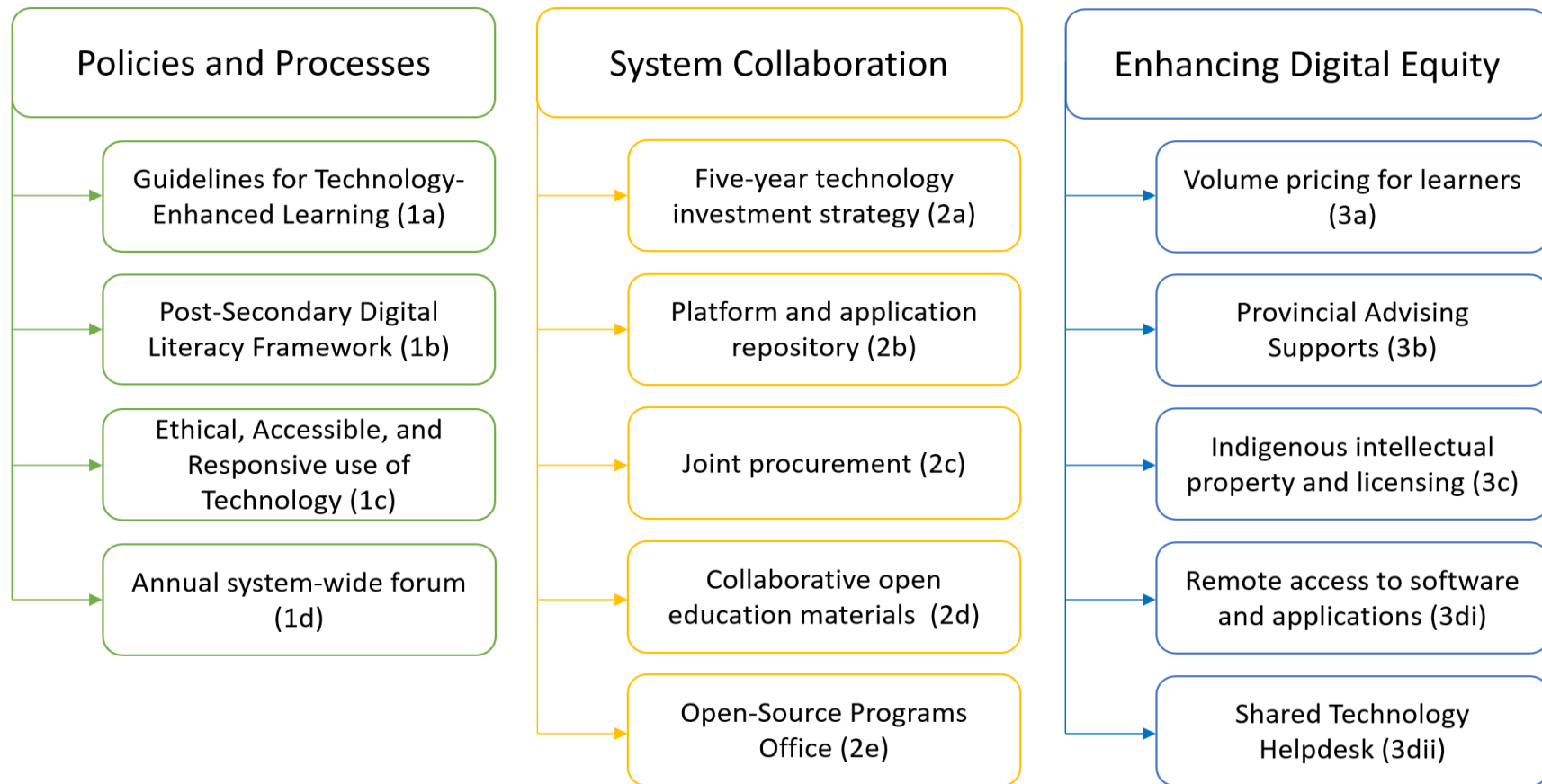
- i. A pilot for remote access to application and software.
- ii. A technology helpdesk for remote learners, educators, and staff.

⁴ In alignment with the [Thompson Rivers University Act](#), which provides a provincial mandate for the university. Sections 3 (1) (d) and 3 (2) posit that the university is to provide an open learning educational credit bank for students, and to promote teaching excellence and the use of open learning methods.

⁵ This strategic priority was drafted in alignment with articles 11 (2) and 31 (1) of the [UN Declaration on the Rights of Indigenous Peoples](#).

Map of Strategic Priorities and Recommended Actions from the DLS

B.C.'s Post-Secondary Digital Learning Strategy



Memo

Brock University
Niagara Region
1812 Sir Isaac Brock Way
St. Catharines, ON
L2S 3A1 Canada

To: Christene Carpenter Cleland, Chair, T&LPC

From: Rajiv Jhangiani, Vice Provost, Teaching and Learning
Giulia Forsythe, Director, Teaching and Learning
Matt Clare, Director, Technology Enabled Learning

Date: January 13, 2023

Subject: **Discussion of implications of ChatGPT for teaching and learning at Brock**

brocku.ca

Although the application of artificial intelligence in higher education isn't a new phenomenon, the advent of ChatGPT has catalyzed a sector-wide discussion about the use of this new tool (and similar technologies), especially within the context of university teaching and learning. We in CPI are familiar with this technology and have been following and participating in some of these discussions.

Thank you for the opportunity to provide members of T&LPC with some relevant and recent readings, resources, and answers to common questions about ChatGPT. We hope these are useful and help inform this committee's discussion.

Recommended background readings on ChatGPT

[Warner, J. \(2023, January 4\). How about we put learning at the center? Inside Higher Ed.](#)

[Feldstein, M. \(2022, December 16\). I would have cheated in college using ChatGPT. eLiterate.](#)

[McMurtrie, B. \(2023, January 5\). Will ChatGPT change the way you teach? The Chronicle of Higher Education.](#)

[Clarke Gray, B. \(2023, January 9\). Whither comes the data: Current uses of AI and data set training in higher ed. TRU Digital Detox.](#)

- Recommended: Invitation to sign up to be involved in community conversations:
<https://digitaldetox.trubox.ca/>

[Clarke Gray, B. & Cormier, D. \(2022, December 16\). What can our classrooms look like after sites like Chegg, Photomath and OpenAI change what it means to 'do your own work'?](#)

[Eaton, S. \(2022, December 9\). Sarah's thoughts: Artificial intelligence and academic integrity.](#)

Additional list of relevant readings and other resources:

[AI text generators: Sources to stimulate discussion among teachers.](#) Compiled by Anna Mills (CC-BY-NC 4.0)

Sarah's Thoughts: Artificial Intelligence and Academic Integrity

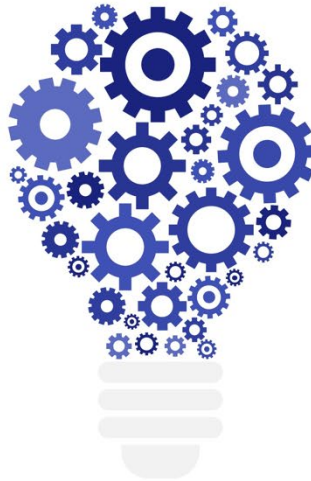
Using Artificial Intelligence for school work does not automatically equate to misconduct



Artificial intelligence can be used ethically for teaching, learning, and assessment.



Trying to ban the use of artificial intelligence in school is not only futile, it is irresponsible.



Human imagination and creativity are not threatened by artificial intelligence.



Assessments must be fit for purpose and should align with the learning outcomes.



Artificial intelligence is not going anywhere. We must learn to work with new technology, not against it.

Sarah Elaine Eaton, PhD, University of Calgary, seaton@ucalgary.ca

December 9, 2022

5 Questions about ChatGPT

1. What is ChatGPT?

ChatGPT is a conversational language model developed by OpenAI. It is based on the GPT (Generative Pre-trained Transformer) architecture, which was trained on a massive amount of text data from the internet. The model is fine-tuned on conversational data to make it more adept at understanding and generating human-like text. It's used for several use cases like chatbot, Question answering, Text completion, Text generation, Text summarization etc. It can be fine-tuned with specific data for a specific use case for specific dataset.

2. What are some ways in which faculty and students could use ChatGPT?

There are a number of ways in which faculty and students could use ChatGPT to enhance the learning experience:

1. Research assistance: Faculty and students could use ChatGPT to assist with research by asking it questions and receiving relevant information and resources.
2. Essay and paper writing: Students could use ChatGPT to complete sentences or paragraphs, generate essays or other written works, and even summarize academic papers or articles.
3. Tutoring: Faculty could use ChatGPT to create virtual teaching assistants and online tutoring systems to provide students with 24/7 assistance and to enable them to learn at their own pace.
4. Language learning: Students could use ChatGPT to practice and improve their language skills, by generating conversation in different languages, and could also use it to translate educational resources.
5. Course material generation: Faculty could use ChatGPT to generate quizzes, flashcards, summaries, or even whole lectures. This could be particularly useful for creating course

materials in different languages.

6. Course content enhancement: Faculty could use ChatGPT to provide real-time feedback and summaries during lectures or class discussions, and to give students immediate assistance with answering questions or understanding concepts.
7. Student engagement: Faculty could use ChatGPT to create interactive and engaging activities for students, for example by generating discussion topics, prompts for creative writing, or even fun trivia questions.

It is important to keep in mind that ChatGPT is a tool and its effectiveness will depend on how it is fine-tuned and used, and students and faculty should always check the accuracy and biasness of the generated results. It's important to have guidelines and monitoring in place to ensure the use of ChatGPT aligns with the academic integrity and ethical standards, as well as student's privacy concerns.

3. What kinds of questions are a challenge for ChatGPT to answer?

ChatGPT, like any other language model, can struggle with certain types of questions due to the complexity of the task or the lack of information in the training data. Some examples include:

1. Complex reasoning and inference: Questions that require understanding of abstract concepts, logical reasoning, and understanding cause-and-effect relationships may be challenging for ChatGPT to answer.
2. Uncommon and specific knowledge: Questions about niche or rare topics that are not covered in the training data may be difficult for ChatGPT to answer.
3. Ambiguity: Questions with multiple interpretations or that lack specific details may be difficult for ChatGPT to understand and answer accurately.
4. Long-term context: Some questions that have long-term context or requiring follow-up questions may be hard for ChatGPT to keep the context in the conversation.
5. Computation or numerical questions: ChatGPT is mainly designed for understanding and generating text, it might struggle to answer questions that involve complex calculations or calculations that require a high level of precision.
6. Natural Language understanding and generation in multiple languages: GPT models are trained mainly on English data, thus they may not have the same proficiency in understanding and generating text in other languages.

It is important to note that the performance of the language model is dependent on the quality of data it was trained on, the way it was fine-tuned and the level of complexity of the task. Also, language models will continue to improve over time with more data, better algorithms, and more powerful hardware.

4. What are some ethical considerations or other concerns with ChatGPT?

There are a number of ethical considerations and other concerns with the use of ChatGPT, such as:

1. Bias: ChatGPT is trained on data from the internet, which can reflect the biases present in society. It's important to be aware of this and to fine-tune the model on diverse, high-quality data, to mitigate bias and ensure the generated results are unbiased.
2. Privacy: The use of ChatGPT raises concerns about the collection, storage, and use of personal data. It's important to ensure that the data used to fine-tune the model is de-identified and that any data collected from students is kept secure and used only for the purposes for which it was intended.
3. Replacing human interaction: There is a risk that ChatGPT could replace human interaction and make it more difficult for students to develop critical thinking and problem-solving skills. It's important to use ChatGPT as an aid, not a replacement for human interaction and

education.

4. Transparency: ChatGPT uses machine learning to generate responses, making it difficult for users to understand how the model arrived at a certain conclusion, this lack of interpretability raises questions about transparency and accountability.
5. Misinformation: ChatGPT generates answers based on the information in its training data, if it's not fine-tuned on accurate data, the model may spread misinformation, it's important to fact-check the generated results.
6. Dependence: ChatGPT could foster a dependence on technology, where students may be less likely to use their own critical thinking and problem-solving skills, which are important skills for lifelong learning.
7. Accessibility: Not all students have equal access to technology or have the same proficiency in using it. It's important to ensure that the use of ChatGPT doesn't create barriers for certain students.

Overall, it's important to carefully evaluate the use of ChatGPT and consider the ethical and other concerns that arise. Furthermore, it's important to have guidelines and monitoring in place to ensure that the use of ChatGPT aligns with academic integrity and ethical standards, as well as student's privacy concerns.

5. What kinds of assignments are less susceptible to plagiarism?

There are several types of assignments that may be less susceptible to plagiarism. Some examples include:

1. Original research projects: Assignments that require students to conduct their own research and present original findings may be less susceptible to plagiarism because they require students to generate new knowledge and ideas rather than simply reproducing the work of others.
2. Creative assignments: Assignments that ask students to create original art, music, or other forms of creative expression may also be less susceptible to plagiarism because they require students to use their own skills and talents to produce something new.
3. Reflective assignments: Assignments that ask students to reflect on their own experiences or opinions may be less susceptible to plagiarism because they require students to express their own thoughts and ideas rather than copying the words of others.
4. Collaborative assignments: Assignments that require students to work in teams to produce a joint project may be less susceptible to plagiarism because the work is shared and responsibility is distributed among the group members.

It is important to note, however, that all types of assignments can be vulnerable to plagiarism if students are not careful about properly citing and referencing the sources they use. To reduce the risk of plagiarism, it is important for instructors to clearly communicate their expectations for academic integrity and to provide resources and support to help students understand how to avoid plagiarism.

Bonus question: Were the answers to the preceding 5 questions generated by ChatGPT?

Yes.

Memo

Brock University
Niagara Region
1812 Sir Isaac Brock Way
St. Catharines, ON
L2S 3A1 Canada

To: Christene Carpenter Cleland, Chair, T&LPC

From: Rajiv Jhangiani, Vice Provost, Teaching and Learning
Giulia Forsythe, Director, Teaching and Learning
Matt Clare, Director, Technology Enabled Learning
Melanie Molnar, Director, Enrolment Operations
Brendan Barrett, Manager, Scheduling & Examinations

Date: January 13, 2022

Subject: **Discussion of potential revisions to FHB 3.A.9. (Examination)**

brocku.ca

In line with the short-term plan priority of the Undergraduate Student Affairs Committee (USAC) to “correct outdated and limiting language in Section 3.A.9. of the Faculty Handbook – Examination,” the Office of the Registrar and the Centre for Pedagogical Innovation have conducted a review of the language in this section and would like to request feedback from T&LPC members on a range of potential revisions. These potential revisions have already been discussed and supported at the December 2022 meeting of USAC. Your feedback will inform draft revisions that will be brought to an upcoming USAC meeting for consideration.

The following is a summary of the potential revisions, grouped by category:

1. Staying out of the weeds

- a. Using global language (e.g., no examination aids other than those specified on examination scripts) instead of listing specifics that may evolve over time (e.g., translation dictionaries, etc.).
- b. Removing granular operational details (e.g., duties of the Assistant Invigilator related to announcements, sorting of attendance cards, etc.) in favour of broader guidance, where appropriate (e.g., Assistant Invigilator duties assigned by the Chief Invigilator).

2. Updating language to reflect current practice

- a. Removing language requiring the return of marked progress examination scripts.
- b. Codifying availability of invigilators for on-campus exams on Brock’s main campus for classes larger than 25 students.
- c. Removing language that is redundant due to legislation or broader university policy (e.g., smoking prohibited in examination rooms).

3. Distinguishing between on-campus and online examinations

- a. Specifying elements of the policy that only relate to on campus examinations (e.g., need for proctors to be present, duties of the Chief Invigilator, 2- or 3-hour length, students not being able to leave for the first 30 minutes, etc.).
- b. Providing guidance related to online examinations (e.g., retention of data files, student

inspection of examinations, support for accommodations, reporting of irregularities, etc.).

4. Submission of exam scripts

- a. Revising the submission procedure for exam scripts from delivery by hand to secure electronic submission.

5. Empowering faculty

- a. Respecting academic freedom of faculty by removing elements such as Chairs discussing teaching methods and marking of examinations with new colleagues.
- b. Enabling instructors to consider the match between their exams and course learning outcomes instead of requiring Department Chairs to assess comparability of exams across multi-section courses.
- c. Removing language suggesting that final exams may be considered an integral part of courses.
- d. Removing language requiring a different exam script for exams written at any time other than the scheduled exam.

6. Scheduling of examinations

- a. Requiring out of class midterm exams to be booked through the Office of the Registrar to avoid scheduling conflicts.
- b. Requiring scheduling of online examinations by the Office of the Registrar to align with on campus examinations.
- c. Requiring all final exams (including take-home exams) to be scheduled during the final examination period.
- d. Providing guidance related to take-home final examinations.

7. Deferred examinations

- a. Standardizing the time for completion of deferred examinations (currently varies from 4-7 months).
- b. Instituting a deferred examination period.
- c. Underscoring the need to respect religious obligations that render a student unable to write a formally scheduled examination (e.g., when Ramadan falls during the final examination period).