

**Policy No. & Title: A115: E-LEARNING**

**Policy Sponsor:** Sr. Vice-President Academic

**Reference Cttee:** College Council

**Effective:** 2014-01-15

**Next Review:** 2019-01

**Approvals:** 2014 01 15/CC-13-04

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## 1. PURPOSE

The purpose of this policy is to support the College strategic goal that mandates the use of a Learning Management System and advances use of E-learning methodologies and technologies to ensure that all students are provided the opportunity to access flexible learning options.

## 2. DEFINITIONS

*E-learning:* Includes all forms of electronically-supported media, information and communication technologies to support teaching and learning. It can occur in or out of the classroom. It can be self-paced, Asynchronous or Synchronous. It is suited to distance learning and flexible learning and can be used effectively in conjunction with face-to-face instruction.

*Learning Management System (LMS):* A web-based system provided by and supported by the College that facilitates provision of organized, consistent and timely course-related communication between faculty and students; assists faculty with course administration; supports student engagement; promotes quality learning experiences; and provides a vehicle for ongoing formative student feedback. The Fanshawe College Learning Management System is provided by the Desire2Learn (D2L) system and is branded as FanshaweOnline (FOL).

*Web-facilitated:* Course work is completed during normal class hours in a face-to-face format and the Online component is used to supplement face-to-face time. FanshaweOnline is utilized to give professors access to services such as quizzing, gradebooks, dropboxes, and communication tools. Documents, assignments, and rich media objects including audio and video that complement the students' classroom learning experience are added to the content area. Web-facilitated delivery is a minimum requirement of all Fanshawe College credit courses. All courses are expected to include the Essential FOL Elements noted in the attached Form A.

*Blended:* A term often used interchangeably with "hybrid learning." Blended is a model of course design that combines traditional, face-to-face class time with Online and out-of-class course work. Blended courses typically replace face-to-face class time with Online or out-of-class. This definition is largely dependent on the subject matter and overall nature of the course.

Designers of Blended courses move lectures, demonstrations, discussions and debates out of the classroom to Online. Lecture capture, video, animations and other forms of rich media as well as computer-mediated communications like threaded discussion forums, Synchronous chats, web conferencing and distance lecturers may be employed in place of classroom hours.

For a course to be Blended at Fanshawe, a minimum of one teacher contact hour (TCH) per week of the course delivery is Online.

*Online:* In the Fanshawe E-learning strategy Online is, “a course where all or almost all of the content is web-based with no or a very small number of face-to-face meetings.” In the Online model course content delivery is dependent on the same computer and network based technologies used in Web-facilitated and Blended courses, but here they become the principal method of student engagement.

*Synchronous:* Occurs in real time with all learners interacting at the same time but from different locations (e.g., face to face to exchange, web conferencing software (e.g., Collaborate, Skype, chat rooms), audio and video web-based products) with Online real-time live teacher instruction and feedback.

*Asynchronous:* Allows participants to engage in the exchange of ideas or information without being dependent on other participants at the same time using email, blogs, discussion boards, audio or lecture capture. Courses may have a set start date and set due dates for assignments, but students can otherwise access and participate in courses at times and places of their own choosing. The Online component is typically 100% of the total delivery although a fully Online course may include an occasional face-to-face meeting, a proctored exam, etc., with the remainder of the content delivered Online.

### 3. POLICY

#### 3.1. Scope

This policy applies to all courses included in the curriculum of a Fanshawe College program that leads to a post-secondary credential (‘credit courses’) and is intended to support the Program Quality Assurance Process Audit (PQAPA) requirement and Post-Secondary Education Quality Assessment Board (PEQAB) program delivery standard for Online delivery.

#### 3.2. Principles

- 3.2.1. Effective use of an LMS by a student is intended to support time-on-task completion; foster communication with faculty and peers; enable connection to the course materials and course expectations; complement face-to-face interactions; and provide ongoing performance feedback.
- 3.2.2. Effective use of an LMS by a faculty member is intended to advance the use of E-learning; encourage a learner-centric approach to teaching; support collaborative learning; support active learning; support individualized learning; provide options for the accommodation of different learning styles; support effective assessment strategies; enhance effective, consistent, and timely communication; and encourage greater access to course material.
- 3.2.3. Web-facilitated delivery is a minimum requirement of all Fanshawe College credit courses. All courses are expected to include the Essential FOL Elements noted in the attached Form A.

- 3.2.4. The College supports E-learning by providing a robust Learning Management System technical infrastructure with appropriate technical staff to support E-learning for students and faculty.
  - 3.2.5. To support Web-facilitated, Blended and Online course delivery, the College provides the following resources:
    - 3.2.5.1. Student and faculty preparation and orientation to existing and new technologies;
    - 3.2.5.2. Sufficient resources and processes to acquaint instructional designers, faculty and students with new or updated technologies and methodologies in a timely fashion;
    - 3.2.5.3. Regular opportunities for ongoing professional development for faculty and others responsible for course design development and delivery;
    - 3.2.5.4. A reliable, sufficient and scalable Learning Management System to meet current and projected needs, including a reliable, robust and secure technical infrastructure with backup provision; and
    - 3.2.5.5. Risk assessment and planning that includes back-up and storage technology protocols, and disaster recovery procedures.
  - 3.2.6. Appropriate safeguards assure the authentication of student identity and the integrity of student work for E-learning, including the following measures:
    - 3.2.6.1. Security of students' confidentiality and privacy associated with assessment, evaluation and dissemination of results;
    - 3.2.6.2. Secure destruction of personal data when it is no longer needed; and
    - 3.2.6.3. The verification of student identity for coursework and examinations, and for the control of examinations, including but not limited to security; time limits; the selection of proctors or invigilators and the requirements for evaluations conducted face to face as may be required by regulatory, accrediting or certifying bodies.
  - 3.2.7. Ownership of course materials created by College employees is governed by policy A201: Research and Innovation. Use of copyright-protected material is governed by policy A204: Copyright.
  - 3.2.8. E-learning methodologies and technologies comply with the Accessibility for Ontarians with Disabilities Act, 2005 (AODA) and its accessibility standards.
- 3.3. Responsibilities
- Academic Managers and Faculty ensure that for each credit course offered, the essential Online elements for Web-facilitated courses are included. Refer to Form A.

**4. REFERENCES**

College Policy:

[A201: Research and Innovation](#)

[A204: Copyright](#)

[C304: Freedom of Information and Protection of Privacy](#)

[C305: Free Speech](#)

Program Quality Assurance Process Audit Orientation Manual (2012)

Post-Secondary Education Quality Assessment Board Handbook for Ontario Colleges (2010)

**5. ATTACHMENTS**

Form A: Essential FOL Elements

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*Addendum:* **Form A: ESSENTIAL FANSHAWEONLINE ELEMENTS**

*Issued by:* Sr. Vice-President Academic

*Effective:* 2014-01-15

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To support the College strategic goal to advance the use of E-learning methodologies and technologies to ensure all students are provided the opportunity to access flexible learning options, this document describes the essential FanshaweOnline (FOL) elements (the minimum standard) expected for all Fanshawe College courses in accordance with College policy A115: E-learning.

As such, each Fanshawe College course shall use FanshaweOnline as the platform for teaching and learning, and every course will include the following components:

Course: \_\_\_\_\_

**Instructor Information**

- Includes full name, e-mail, work phone, office location, and office hours.

**News and Announcements**

- Instructors to post initial and regular announcements in News as the course progresses.

**Course Information**

- Current official (signed) Course Outline posted on Content page.
- Current Course Plan posted on Content page.

**College Information**

- Links to Health and Safety and Student Policy Information posted on Content page.

**Communication expectations**

- Communication expectations, including email response times, use of Chat and Pager.

**Assignment information**

- Evaluation details (due dates, graded-by dates, types of assignments) posted on Content page.
- Assignment due dates posted in multiple areas, including Content, Dropbox, Calendar and News.
- Grading criteria, including rubrics and checklists for projects and assignments.
- Assignment submission instructions which include acceptable file formats and place to submit.

**Content**

- Course materials are organized in linear, logical and appropriate units (e.g. Modules, Units, or Weeks) within the Content area.
- Posted content (e.g., course notes, presentations, and other resources) reflects and supports in-class content.

 **Grading**

- Complete gradebook customized for the course is available at the start of the semester with the appropriate grade items, categories, and weights.

 **Overall Course Design Considerations**

- All links must be active and current; outdated or broken links are removed or hidden.
- Course complies with current accessibility and copyright guidelines  
<https://copyright.fanshawec.ca/login.aspx?ReturnUrl=%2f>.
- Text formatting is consistent and accessible throughout the site (file pathway: info; check for issues; check accessibility through Microsoft Office).
- Instructions are formatted for clarity, with bolded headings, short paragraphs and bullets.

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