

British Columbia - Teaching and Learning Council (BC-TLC)

Summary of Challenges/Issues and Possible Roles for BC-TLC

The following are possible “Action Group” topics or areas for consideration by the BC-Teaching and Learning Council as identified by leaders at BC institutions.

1. Snapshot of BC Teaching and Learning People, Places and Practices

Conduct an ‘inventory’ of what is currently happening in BC with regards to items such as: what models are in use by institutions for supporting teaching and learning; who is leading/directing at each institution and in what areas; what reporting models/governance involvement occurs; what staffing complements exist (position titles, duties/roles, numbers, salaries); what other resources and supports are in existence etc. – so we can have a 2015 snapshot of the province for informing membership, making decisions, guiding activities etc.

2. Build Collaborative Relationships and Interrelated Activities with Existing Groups

Develop a plan for the Council to purposefully and respectfully build interconnected relationships with groups like BCTLN, ETUG, BCNET and BCcampus. This plan will encompass regular communications, expression of shared interests and identifying possible collaborations for offerings, support and projects – to ensure respectful working relationships, but also avoiding duplication of efforts.

3. Quality Assurance and Quality Enhancement

Develop a model of support and sharing amongst institutions around best practices for institutional quality assurance / quality enhancement. This might include models and frameworks, projects and activities, etc that demonstrate that institutions have a solid handle on how to undertake appropriate and respectful measures to ensure there are evidence-based activities around program and course renewal and updating for optimal student learning. This model would be built by us, shared with VPAs and senior management and demonstrated to the province that we have a working process already. Learning outcome development and integration into curricular and constructive alignment practices might be one doorway to approach this topic.

4. Advocacy for Teaching, Learning and Technology in PSE

Plan a framework for all BC PSE institutions to have a body represent them in issues in higher education around teaching, learning and technology. This may include the work required at the institutional level first, with VPAs and other leaders to ensure everyone is understanding the issues, the urgency and the need for collaborative work in this area. It will be about educating people across the sector.

5. Professional Learning in Post-Secondary

Develop a robust and sustainable model of supporting faculty members and instructors in post-secondary education to be aware, build desire and access the knowledge to engage in developing and enhancing their practice around being professional educators. This evidence-based framework would encompass all institutions and would build common understandings around why it is important to ask questions of their practice, engage in inquiry-based initiatives to explore ways and means of improving student learning, as well as support each other across the sector. This might involve topics such as integration of professional teaching portfolios, professional learning plans, peer observation processes, scholarly inquiry and action research activity, reflection on practice etc.