



SUBJECT	Preparations for Online/Remote Learning
SUBMITTED TO	Learning & Research Committee
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REQUEST	For information only - No action requested

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EXECUTIVE SUMMARY

As requested, this report and the associated presentation outline preparations for online/remote learning, which include the following:

1. Support for Faculty and TAs for Remote Teaching for Summer and Fall,
2. Exam accommodations for Students with Disabilities
3. Technology Access and Support for Students
4. Teaching Materials Policy (LR12), Copyright, and Access to Cloud Platforms
5. Health Programs Update

1. Support for Faculty and TAs for Remote Teaching for Summer and Fall

- **Remote Teaching Institute**

CTLT hosted a collection of online workshops about remote teaching

- **TA Institute**

CTLT is hosting a collection of online workshops focused specifically on the role of TAs in an online teaching and learning environment.

- **Online teaching and learning summer academy**

CTLT is creating a course about teaching and learning online, open to anyone who is the instructor of record for a course that will be taught online in the summer or fall.

- **Expanded Learning Technology Rovers (LTRs)**

LTRs are undergraduate Co-op students who are deployed into Faculties to provide support with learning technology, including one-on-one support for faculty learning new tools or needing help troubleshooting

- **Supporting new learning technologies**
CTLT and the Learning Technology Hub are investigating new learning technology tools that might be needed for online teaching and learning in the fall, such as those that can be used to do virtual labs.
- **Repurposing the Teaching and Learning Enhancement Fund (TLEF)**
The TLEF, funded through a portion of student fees, has for the past 30 years supported innovations and enhancements in teaching and learning through providing competitive grant funding. This year we are repurposing those funds to provide support for online teaching and learning, through a block grant program for Faculties to use as needed.
- **Recognizing faculty expertise**
 - The Office of the Provost and Vice President Academic has organized working groups of faculty to aid in planning for teaching and learning in the fall.
 - CTLT is engaging faculty to help design and deliver the summer online teaching and learning academy, and to help other faculty through mentoring/one-on-one consultations.

2. Exam Accommodations for Students with Disabilities

UBC-Vancouver is committed to ensuring that students with disabilities are able to complete their coursework within the term if possible. The Centre for Accessibility at UBC-Vancouver will not be conducting any in-person exams for the remainder of the term, however alternative accommodations are being offered.

3. Technology Access and Support for Students

To support student access, the following measures are being implemented:

- Scaling of VPN to allow students access to secure systems and to support international student access
- Acquisition and deployment of laptops to students experiencing financial hardship
- Remote support via IT helpdesk
- Implementation of 1-800 options for Blackboard Collaborate
- Investigating options for domestic and international student access issues relating to network connectivity
 - 30% discounted rate for data cards (cell network)
- Assessment of options to better support international access via items like content delivery networks (CDN) like Akamai, proxies
- Investigating student to student collaboration options

4. Teaching Materials Policy (LR12), Copyright, and Access to Cloud Platforms

With the transition for many courses from face-to-face instruction to online instruction, it is clear that to provide students with a high-quality experience, it will be essential for UBC to make significant investments.

- UBC's Teaching Materials Policy vests the ownership of teaching materials in the individual UBC scholars who created them. Where the UBC scholars have contributed those teaching materials to a Department Resource (such as a problem-based learning curriculum bank) or where UBC has made a "material investment" in the development of those teaching materials, then UBC will have a non-exclusive licence to enable other UBC scholars to these teaching materials in UBC credit courses. In the current context, it is appropriate to consider what kinds of investments should be treated as "material investments" for the purposes of the Policy.

- FIPPA normally prevents the storage or accessing of personal information outside of Canada. This has been temporarily relaxed by an emergency order which is set to expire in June. An extension is expected but what is really required is assurance that large investments by UBC in the development of high-quality on-line learning infrastructure will not be rendered inert. Ideally, the provincial government will make permanent changes to FIPPA to bring it into line with the other provinces.
- The *Copyright Act* contains exemptions permitting the use of copyrighted material in the classroom. Many of those exemptions originally required students to be “on the premises”. The Act was eventually amended to define “on the premises” as including students who participate by telecommunication, but there were some serious limitations, including the requirement that institutions destroy copies of the material within 30 days after the course is over. It is obvious that telecommunications was seen as an add-on for in-person classes rather than as a primary vehicle for the educational delivery. Unfortunately, this out-dated notion remains in the *Copyright Act* and the requirement to destroy and recreate copies for successive classes makes it very difficult for institutions and their faculty members to focus their resources on the development of a high-quality on-line learning environment.
- An additional difficulty is that the *Copyright Act* prohibits the circumvention of technological protection measures (aka digital locks), even if the circumvention is done to support a use that would otherwise be permitted under the *Copyright Act*. For example, it is generally permissible to use copyrighted materials for educational purposes. It is also generally permissible to use copyrighted materials for remote delivery of education if it is equivalent to a permitted use of the same material for in-person delivery. In other words, a video clip that can be played in a classroom can also be played for the class through an on-line channel. However, if the video clip is on a DVD, Blu-Ray, or other medium that is copy-protected, it is not permitted to circumvent the copy-protection, which means that there is no practical way for UBC or its students to exercise their educational fair dealing rights.
- The *Copyright Act* does not directly address the concept of “controlled digital lending” in which a library might purchase 100 copies of a book, make 25 of them available for physical borrowing, and then make a digital copy which it would lend out digitally to up to 75 simultaneous users. There is considerable uncertainty as to whether such a scheme is legally permissible.

As we move forward with planning for a new normal in which on-line delivery of a high quality learning environment and other services is essential, consideration of these issues and advocacy with the provincial and federal governments on these issues is important. UBC directly advocated in March to the provincial government about FIPPA and will be sending a further submission in May advocating for an extension and expansion of the emergency order. UBC also suggested the inclusion of language about the *Copyright Act* in the submission that Universities Canada made to the federal government in early April And will be seeking opportunities to align with the provincial governments, which are interested in not only universities, but also the K-12 sector.

5. Health Programs Update

- Each health program is still operating and students are being educated.
- Health programs are championing a remote or hybrid approach, where the teaching activities that can be delivered remotely will be delivered remotely. Programs that require in-person learning – including clinical placements and clinical skills labs – are developing plans for safe resumption or continuance of these activities.

- Each health program is unique and requires a tailored plan to ensure that program and accreditation requirements are met to ensure program continuity and student completion. Planning processes are being carefully advanced by program leads, Departments and Faculties, and the shift from on-site learning to remote learning delivery of curricula are being developed by faculty.
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APPENDICES

1. Support for Faculty & TAs for Remote Teaching
2. Exam Accommodation for Students with Disabilities

Support for faculty and TAs for Remote Teaching for Summer and Fall

Remote Teaching Institute

CTLT hosted a collection of online workshops about remote teaching, repeated multiple times over four weeks (April 20-May 22), open to faculty, grad students, postdocs at UBC (both campuses).

- Topics include: teaching online with a blend of synchronous and asynchronous elements; facilitating active peer-to-peer engagement in an online environment; supporting student wellbeing in online courses; inclusive teaching online; facilitating asynchronous discussions; using learning technology tools such as Canvas, Collaborate Ultra, Proctorio, and the UBC Wiki.
- 60 sessions offered, with a total of 849 participants as of May 1.

TA Institute

CTLT is hosting a collection of online workshops focused specifically on the role of TAs in an online teaching and learning environment. This will be a series of 5-6 workshops on topics informed by discussions with TAs and department TA training coordinators, held in late May/early June and likely repeated 1-2 more times during the summer.

Online teaching and learning summer academy

CTLT is creating a course about teaching and learning online, open to anyone who is the instructor of record for a course that will be taught online in the summer or fall. Planning for start date of June 8, and designing with an expectation of up to 500 participants (expansion could be possible if needed).

- Three parts to the academy: (1) multiple self-paced modules, (2) synchronous workshops running weekly that are relevant to the modules, (3) one-on-one support through scheduled consultations or drop-ins.
- Self-paced modules and related resources will be available publicly for anyone to use at any time.
- Topics for the modules & workshops include: designing online assessments, designing engaging learning activities, effective ways to present content online, balancing synchronous & asynchronous activities (and advice for each), fostering community in online courses, supporting student wellbeing and success.
- There will also be specialized topics, such as effective approaches to: teaching large classes, performance-based courses, experiential learning in an online format, online alternatives to labs.

Expanded Learning Technology Rovers (LTRs)

LTRs are undergraduate Co-op students who are deployed into Faculties to provide support with learning technology, including one-on-one support for faculty learning new tools or needing help troubleshooting. There are currently 13 LTRs deployed across several Faculties at UBC Vancouver. We expect to continue this expansion through at least Winter Term 1.

Supporting new learning technologies

CTLT and the Learning Technology Hub are investigating new learning technology tools that might be needed for online teaching and learning in the fall, such as those that can be used to do virtual labs.

Repurposing the Teaching and Learning Enhancement Fund (TLEF)

The TLEF, funded through a portion of student fees, has for the past 30 years supported innovations and enhancements in teaching and learning through providing competitive grant funding. This year we are

repurposing those funds to provide support for online teaching and learning, through a block grant program for Faculties to use as needed.

Recognizing faculty expertise

- The Office of the Provost and Vice President Academic has organized working groups of faculty to aid in planning for teaching and learning in the fall. There are working groups on the following areas: large classes, small/medium discussion-based classes, courses with labs, practica, and experiential learning. Each will provide recommendations by the end of May.
- CTLT is engaging faculty to help design and deliver the summer online teaching and learning academy, and to help other faculty through mentoring/one-on-one consultations.



FAQ:

How can I accommodate my exams for students with disabilities?

The Centre for Accessibility at UBC-Vancouver will not be conducting any in-person exams for the remainder of this term, however alternative accommodations are being offered. Please review Exams for Students with Disabilities for detailed instructions that can be shared with your students. UBC-Okanagan faculty should instead refer to the [Exam Accommodations](#) website provided by UBC-O.

Exam Accommodations for Students with Disabilities

UBC-Vancouver is committed to ensuring that students with disabilities are able to complete their coursework within the term if possible. However, the Centre for Accessibility (CfA) will not be conducting any in-person exams for the remainder of this term. UBC-Okanagan faculty should refer to the [Exam Accommodations](#) website as recommendations may differ.

Students requiring exam accommodations will be asked to continue to use Clockwork to book their exams following the standard procedure. Instructors or Department staff will be responsible for implementing most accommodations for online exams. CfA staff will review all exam bookings and work with instructors to arrange more complex accommodations.

Instructors will receive an automated confirmation message 7 days before the exam with information and instructions on issues to consider when providing accommodations for online exams.

Implementation of exam accommodations

The following items should be considered when preparing exams for students who may require accommodations.

1. **Extra time allowance.** If you are implementing time limits for assessments or exams, you will need to adjust this for students who require accommodations. Instructors requiring assistance should email exam.coordinator@ubc.ca.
2. **Private space or distraction-reduced environments.** As the Centre for Accessibility will not be conducting any in-person exams this term, students will be responsible for finding a suitable space to write the exam.
3. **Alternative formats of exam content.** The Centre for Accessibility already provides e-text and audio versions of course materials through a secure site and these will be done for exams as



well. As is currently the case, Braille will be contracted out to a company with high security standards. You will be contacted by the Centre if a student requires alternate format materials. If you know a student in your course will require this accommodation, email a word version (.doc) of your exam to exam.coordinator@ubc.ca.

4. **In-person support.** Some students require in-person support, such as a scribe or mobility assistant. The Centre for Accessibility will address these needs on a case by case basis.
5. **Adjusted start time.** Some students will require the opportunity to write exams at specific times of day due to the impact of their disability or on-going medical condition. Instructors may be required to allow access to an exam earlier than the scheduled start time. Students with this accommodation will be asked to sign a confidentiality agreement. For additional information, contact exam.coordinator@ubc.ca.
6. **Use of Spellcheck as an accommodation.** Spellcheck will not function fully in Canvas on Lockdown or in Proctorio. Students eligible for this accommodation will only see red underlines. Please allow for spelling errors without penalty if you require students to use the Lockdown function or Proctorio.
7. **Take-home exams.** The accommodation of extended time does not apply in these cases, as students typically have multiple days to complete the exam. Students who believe they need further time allowances should connect with their advisor as they do under normal circumstances.

Will online learning technology platforms accommodate my students' needs?

CANVAS

Canvas is not compatible with the adaptive technologies required by many students with disabilities. Instructors with students requiring this accommodation will be contacted by the Centre for Accessibility. Students will write a computer based exam with live invigilation provided by the Centre for Accessibility using Zoom. Instructors will be required to provide a readable PDF or word version of the exam. Details regarding the process for invigilation will be provided to instructors.

PROCTORIO

Proctorio is not compatible with the adaptive technologies required by many students with disabilities. Instructors with students requiring this accommodation will be contacted by the Centre for Accessibility. Students will write a computer based exam with live invigilation provided by the Centre for Accessibility.



using Zoom. Instructors will be required to provide a readable PDF or word version of the exam. Details regarding the process for invigilation will be provided to instructors.

Proctorio is also incompatible with many accommodations required by students with disabilities. For example, students with chronic health conditions may require frequent access to a washroom or the ability to move positions during exams. In other cases, students may have rituals or routines associated with their disability or their coping strategies and will be extremely anxious to have their instructor or TA invigilate their exam.

To address concerns the following measures have been agreed upon by the Associate Deans – Academic at UBC-Vancouver:

1. The Centre for Accessibility may invigilate Proctorio and other video enabled exams for students requiring the following accommodations:
 - Close proximity to a washroom
 - Private space
 - Ability to move around the room
2. Alternative platforms or arrangements will be required for students when it is not possible to provide the appropriate accommodations through Canvas, Proctorio, or other selected software. Instructors will be contacted by the Centre for Accessibility to explore options.
3. [Academic Concession](#)¹ will be made where no immediate solution exists.

Please email info.accessibility@ubc.ca for assistance.

ASSISTANCE WITH LEARNING TECHNOLOGY PLATFORMS

We recognize that a wide variety of online platforms are being used by programs and instructors across campus. Please email info.accessibility@ubc.ca for assistance and Centre for Accessibility staff will assess the accessibility of these platforms.

Where can I get more information?

- One-on-one assistance for exam accommodation set up is available from the Centre for Accessibility Exam Coordinators. Please email exam.coordinator@ubc.ca if you require assistance.

¹ <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0#26562>



- Complex issues not addressed in the present document should go directly to the Accessibility Advisor listed on the Accommodation Letter which should have been provided to the instructor at the beginning of term.
- Review tips from the Centre for Accessibility on [Accommodating students with disabilities](#)².
- Learn about making [digital content and media accessible](#)³
- Read more about UBC's policy on [Academic Accommodation for Students with Disabilities](#)⁴.

A Guide from UBC's Keep Teaching Website (keepteaching.ubc.ca)

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² <https://facultystaff.students.ubc.ca/student-engagement/centre-accessibility/accommodating-students-disabilities>

³ https://wiki.ubc.ca/images/5/5b/UBC_Accessibility_Handout.pdf

⁴ <https://facultystaff.students.ubc.ca/sites/facultystaff.students.ubc.ca/files/policy73.pdf>