

Trends in Course Delivery Options and Implications for Transfer



Dr. Valerie Irvine, University of Victoria

Land Acknowledgement

For me in Victoria, I would like to acknowledge the ləkʷəŋən peoples, and the Songhees, Esquimalt and W̱SÁNEĆ peoples, on whose traditional territory I and my family, and my work is situated.

I recognize my privilege to be here and the impacts of colonization. I work to do my part to support truth and reconciliation.



ABOUT ME

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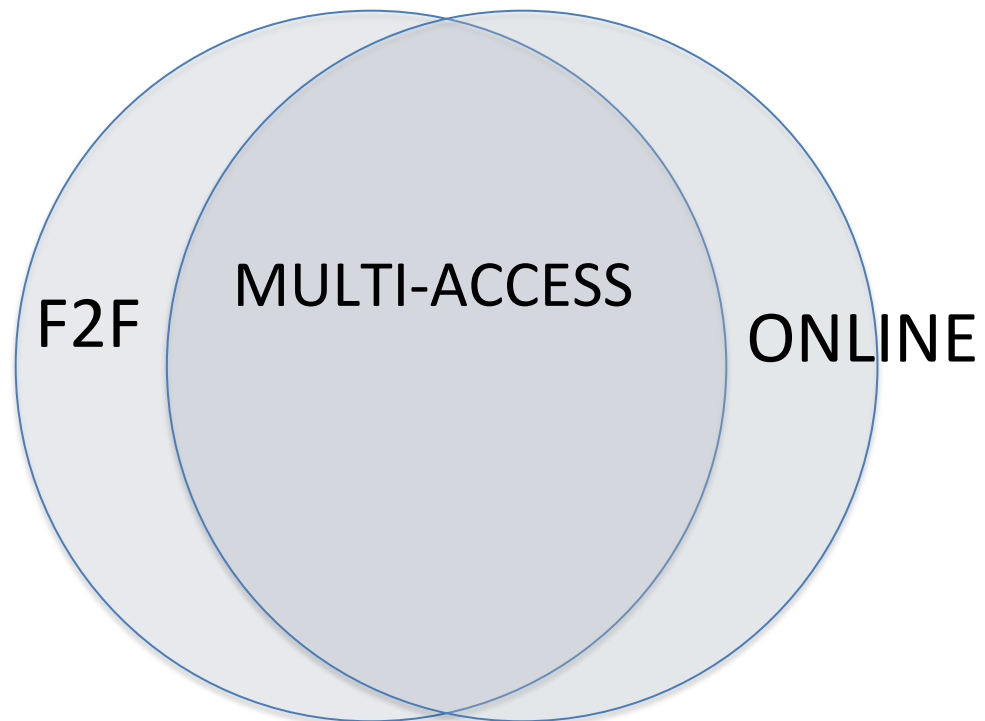
2006

\$680,000

Irvine, Principal Investigator
(matching up to \$1.4 million)

The Technology Integration and Evaluation (TIE) Research Lab





BEYOND BLENDED

@_valeriei

#tiegrad

ACCESSIBILITY

F2F

THROUGH

ONLINE

MULTI-ACCESS
LEARNING

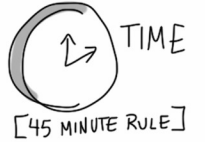
PHYSICAL



LOCATION



SPECIAL
NEEDS



TIME

[45 MINUTE RULE]

Learning Pathways
PERSONALIZATION
LEARNING
LESSON PLAN

CONNECTEDNESS

OPENNESS

ACCESS

ASSESSMENT

TEACHER-MADE
TESTS
HAVE
0.4
RELIABILITY

~~O=T+E~~
NOT AN
EQUATION

IS A
CONVERSATION

increase
in
RECRUITMENT

APPLICANTS

INSTRUCTORS

HOW AM I
SUPPORTING
MY LEARNER?

THINK
DIFFERENTLY

MAKE MISTAKES

increase
QUALITY
OF LEARNING

MOST
WANT
MULTI-
ACCESS

INVENT

GIVE

LEARNERS

CONTROL

IMPACT?

CHOICE

important!

GIVE
AGENCY

BUILD
&
SHARE

TEACHING
&
RESEARCH

INQUIRY

?

@giuliaforsythe

Participation Tips

- [Participation Google Doc](#) for:
 - Chat
 - Responses to Focus Questions
 - Post-Event Q&A (I will respond for next 24 hours)
 - Resources to share
- Post-session debrief drop-in with Valerie in Zoom from 2:45-3:30pm (Link in Google Doc)

Online Delivery Trends: Online, Hybrid, and Multi-Access Learning and Teaching in British Columbia: Post-Pandemic Trends and Intentions

Online Delivery Trends: Online, Hybrid, and Multi-Access Learning and Teaching in British Columbia: Post-Pandemic Trends and Intentions



Author: G. Veletsianos; V. Irvine; N. Johnson |

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Reports

Study Overview

- Analysis of the evolving nature of online delivery trends within the BC PSE system
 - To assess potential changes in scope and nature of online learning in BC
 - To understand stakeholder insights on learner preferences towards online and hybrid learning
 - To identify areas for further exploration and discussion

Study Overview

25 Participants

Semi-Structured Interviews

- Administrators, faculty members, and staff (representing system organizations and Ministry)

Themes

Online, hybrid, and multi-access learning in the BC post-secondary system are expected to become more prevalent, but the “right mix” is unknown

In-person education is predominant, but modality is messy and masks variability

Learners are demanding more online and hybrid options, but shifts in learner preferences are shaped by a variety of factors and learner demographics

Themes

Modality preferences and online/hybrid enrolments relate to learner desire and need in the context of institutional offerings

Online and hybrid learning can enable access, and can provide opportunities for equity, diversity, inclusion, and decolonization

Recommendations

- Develop criteria for determining course and program modality
- Collect and analyze disaggregated data on learner preferences, choices, and contexts using consistent definitions of in-person, online, hybrid, and multi-access learning

Recommendations

- Support faculty members' development of teaching skills in online, hybrid, and multi-access contexts
- Increase capacity for research, teaching, and collaboration
- Approach alternative delivery modes with anticipation and foresight