

Common Language for Modes of Delivery at York

Final Report
Spring 2023

Executive Summary

The Common Language for Modes of Delivery at York document aims to update and clarify existing and potential technology-enabled modes of delivery at York University. The goals include being a stand-alone common language document for the institution, being included in university-wide explorations of the future of teaching and learning and minimizing the need for use-specific and custom course notes in each course description. Led by a representative steering committee, we consulted broadly with the community and solicited feedback before finalizing the document. The modes of delivery described below are tailored to be specific to York University, premised on the Modes of Learning Spectrum, created by the Canadian Digital Learning Research Association (CDLRA). The differentiation between modes in the York spectrum are based on 1) the location of structured learning, 2) the timing of structured learning and the 3) logistics of course assessments.

Introduction

Created in 2014, the Common Language for eLearning document (Appendix A) reflected established and emergent language related to technology-enabled teaching and learning at that time. More recently, York has seen remote teaching and learning (REMT) come as an emergency response to the pandemic; with return to campus, the use of this terminology ceased. As well, two new modes of learning have been added to our lexicon – Hyflex (HYFX), and Online with Campus-based Assessment (ONCA). As a result, the Steering Committee was charged with updating the *Common Language for eLearning* document (Appendix A) to create this document, the terms of which are available in the terms of reference for our collaboration (Appendix B).

We recognize that though there is great value to having a common language for modes of delivery across the university, there are disciplinary and historical rationales for using specific language related to modes of delivery that may not align exactly with the definitions provided, and that those modes may continue. Having said that, we highlight that at all times, we have endeavoured to prioritize discussion of pedagogy and allowed terminology and particular codes to follow.

The discussions of the steering committee were very careful to highlight the difference between “pedagogy” and the mechanism by which curriculum is delivered. That is, the instructor’s approach and method of teaching should not be confused with the mechanism through which teaching and learning occur. As an example, project-based learning, a pedagogical approach, could be used by an instructor who engages with the students in a blended mode of learning or in a synchronous, online mode of learning, or in a lecture-based mode in a classroom. That is why, for instance, the reader will not find reference to experiential education (EE) in this document. EE is a pedagogy that can be engaged in many different ways, including in-person or virtual, as we saw through the pandemic.

We focused our efforts on discriminating among modes of delivery that are technology-enabled. For example, prior to the pandemic, there was a period of stability in classroom technologies, many being equipped with digital presentation and learning tools intended to enhance the in-person learning experience. In our post-pandemic landscape, we are now seeing integration of live streaming technologies into classroom spaces, extending the in-person experience to those in other locations.

The information contained in the modes of delivery is far reaching. For students, the mode clarifies where and when structured learning (classes) is to take place; for the course directors and TAs, they allow for course design,

delivery and assessment practices to be adapted and optimized to the timing and locations of teaching and learning the course will encompass. And for administrators, they help to ensure that classrooms are appropriately and efficiently allocated, based on intended use. As such, we have considered the different modes of learning in terms of three principal characteristics: WHEN teaching and learning happens, WHERE teaching and learning happens, and the LOCATION of assessment. The goals for this document include:

1. Being a stand-alone common language document for technology-enabled modes of delivery across the institution.
2. Minimizing the need for use of specific and custom notes in course descriptions.
3. Being included in university-wide explorations of the future of teaching and learning.

Process

Our work has focused on the clarification and updating of the descriptions of existing and emergent modes of delivery, through direct consultation with various stakeholders, including students, educators, and the Office of the University Registrar.

The steering committee has been meeting since January 2023 and concludes with this final report, which will be forwarded to the Joint APPRC-ASCP Task Force on the Future of Pedagogy for inclusion in their deliberations.

Our process also included a series of community consultations, including opportunities to provide feedback through our website or email, or to attend a public meeting. Direct feedback was also sought through the Associate Deans Teaching and Learning Committee. For a summary of written feedback, please see Appendix D.

What follows is a high-level description of the changes made to the document resulting from the input and feedback received through the community consultations processes:

- Return to use of Delivery Modes instead of Modes of Learning;
- Recognition of the document as needing regular review and updating;
- Adding more details to Table 2 to clarify delivery mode differences.

Steering Committee Membership

NAME	POSITION
Frankie Billingsley	Associate Registrar & Director, Student Records & Scheduling, OUR
Gordana Colby	Associate Professor, LA&PS
Will Gage (Co-Chair)	Associate Vice President, Teaching and Learning
Richard Hornsey	Associate Dean, Academic and Students, LSE
Tamara Kelly	Professor, Pedagogical Innovation Chair in Science Education, FSc
Ana Kraljević	Undergraduate Student
Parmin Rahimpoor-Marnani	Undergraduate Student
Pablo Ramos-Cruz	Graduate Student
Emily Rush	Director, Academic Programs and Policy, Office of Vice Provost
Peter Wolf (Co-Chair)	Advisor, Office of Associate Vice President, Teaching and Learning

Our Starting Point – The Modes of Learning Spectrum

Our environmental scan showed few other Canadian universities undertaking similar initiatives as with, for example, the University of Windsor. More visible efforts towards developing common language for technology-enabled modes of learning are, however, taking place at a national level. The Canadian Digital Learning Research Association (CDLRA) recently published *Evolving Definitions in Digital Learning: A National Framework for Categorizing Commonly Used Terms* (2022). In this document the author describes how institutions are defining terms such as online learning, distance learning, remote learning, and hybrid learning; and used the results of qualitative interviews and their 2021 National Survey of Online and Digital Learning to inform their work. Emerging from their research is The Modes of Learning Spectrum, which articulates technology-enabled modes of delivery and learning.

The Modes of Learning Spectrum

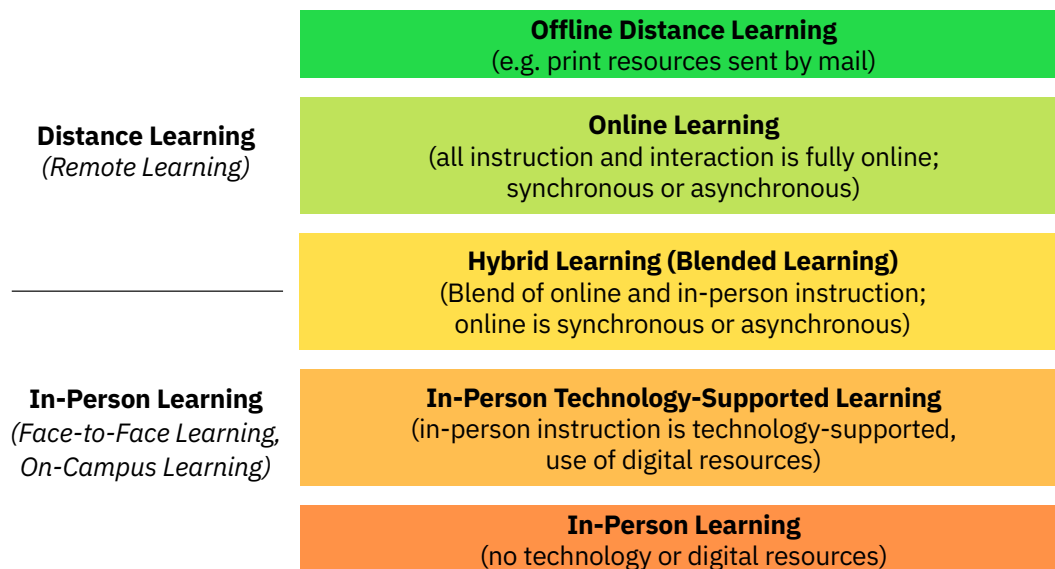


Figure 1 – Modes of Learning Spectrum (CDLRA, 2022)

This framework became our foundation and starting point. We have aligned York’s current modes of delivery to this spectrum and have used it to envision and articulate possible emergent modes of delivery, explored later in this report. Of note, we built on the spectrum by incorporating the needed classroom technologies alongside each modality, recognizing the importance of our physical spaces and classroom technology suites, as well as the digital.

Current Modes of Delivery at York

The Steering Committee made a pointed effort to adopt a student-centric perspective to underpin most of our discussion. Specifically, we maintained a focus on the idea that students predominantly need to know WHERE they need to go for their learning (e.g., a particular classroom space, online) and WHEN they need to be there. A key goal, therefore, of articulating modes of delivery is to clearly, unambiguously communicate these parameters to the students. Alongside the mode of delivery code (e.g., LECT), the Notes section of the course description has been typically used to detail specific expectations narratively. These expectations are not communicated consistently across courses, nor always read by students. The resulting student confusion (and subsequent interventions needed to clarify) is an added stress to the beginning of many course experiences, both for students and instructors.

The current listing of modes of delivery at York emerged over time and in response to evolving approaches or needs. Given certain changes in the use of codes and understanding of modes of delivery (e.g., the creation and then dissolution of REMT) over the past few years, many are experiencing increased confusion with the emergent variations of modes of delivery and depend on narrative text in the course descriptions to articulate specifics of delivery. This serves to increase student confusion and as such, we have endeavoured to minimize the need to use the Notes section.

Table 1 – Current York Technology-Enabled Modes of Delivery and Descriptions

YORK MODES OF DELIVERY	NOTES
Online (ONLN)	All instruction and assessment fully online; synchronous or asynchronous.
Online, Campus-based Assessment (ONCA)	Virtual, with campus-based assessment.
Blended (BLEN)/Hybrid	Combination of Virtual and In-person, Instructor will define whether virtual components are synchronous or asynchronous.
Hyflex (HYFX)	Concurrent synchronous in-person and livestreaming – all course components are available in virtual and in-person modes.
Lecture (LECT)	In-person instruction is technology-supported, use of digital resources.

Clarifying Modes of Delivery

Using the Modes of Learning Spectrum as a starting point, the steering committee explored the full range of possible modes of delivery, available in Appendix C. The spectrum we used ranges from fully online with no scheduled classes (that is, online and asynchronous) to fully in-person and in real time (that is, a traditional classroom-based learning experience), with gradations of hybrid learning in-between. While we explored several variations, we chose a moderate number of delivery modes, based on the current modes available, with clear differentiators and less need for custom details to be articulated in the Notes section of course descriptions.

We differentiated *course* modes of delivery from the *occasional* use of educational approaches or technologies for specific experiences, like a class or module. For example, if a *lecture* course informally uses the classroom-based live streaming technologies to bring in a guest speaker, we would still consider this a lecture course. Only if the entire course itself is delivered online across the semester would the mode then be considered online.

We used instructor and student lenses to provide clear differentiators between modes, minimizing jargon used as well as the need for extensive text to articulate requirements in the Notes sections of course descriptions. As a result, Blended is likely the only mode that will continue to require notes of some detail.

To distinguish between the modes of learning, we use three critical differentiating characteristics:

1. WHERE students are expected to be – in-person, virtual or a combination.
2. WHEN students are expected to be – scheduled, not scheduled or a combination.
3. ASSESSMENT LOCATION for student assessment – In-person, virtual or a combination.

Technology-Enabled Modes of Delivery at York University

YORK MODE OF DELIVERY	CODE	WHERE*	WHEN* SCHEDULED OR NON-SCHEDULED CLASSES	ASSESSMENT LOCATION*	CLASSROOM NEEDS	NOTES
Online	ONLN	Virtual	No scheduled classes	Virtual	None	
Online campus assessment	ONCA	Virtual	Scheduled classes	In-Person	Assessment spaces	Students can be required to come to campus NO more than three times during the semester in this mode.
Blended	BLEN	In-Person & Virtual	Scheduled classes	Virtual &/or In-Person	Typical	Schedule and locations to be clarified in NOTES or systematized in other ways.
Hyflex	HYFX	In-Person &/or Virtual	Scheduled classes	In-Person &/or Virtual	Hyflex-enabled	Students can choose their mode and change at will. May also include an option for students to participate without attending scheduled classes.
In Person	LECT	In-Person	Scheduled classes	In-Person	Typical	LECT In-Person Scheduled classes In-Person Regular LECT courses may also be directly associated with small group modes of learning (e.g., TUTOR, SEMR, LAB).

*Essentially and predominantly.

Discussion

The focus of the Steering Committee was to articulate a common language to simplify and clarify our community's understanding of technology-enabled modes of delivery. As a result, we chose to utilize York's existing language for the associated codes. There was interest in re-coding some of the modes to better reflect their full definitions, though this was outside of our terms of reference. For example, the term lecture is commonly understood to mean in-person, scheduled classes with in-person assessment. However, the term itself suggests a narrow perspective of what might take place in this mode. We would suggest, though not recommend at this time, re-naming the code for this mode (LECT) to a more meaningful term, like INPE (in-person) or PLEN (plenary) to reflect the diversity of approaches to teaching that take place in this mode.

We also recognize that both the ONLN and ONCA codes still need additional details to be provided in the course descriptions to whether the course is asynchronous or synchronous and that these might need further delineations in the future.

It is anticipated that undergraduate and graduate programs will increasingly build on fully in-person learning experiences that will continue to be foundational. To fully capture the advantages of the modes of learning spectrum and their appropriate integration into program learning, systems, practices and spaces would also need to align to support a mix of modes of delivery. For example, program committees would benefit from intentional processes through which a program learning mode *mix* could be developed to provide cohesion and clarity to course design and delivery. One possible approach to developing a delivery mode mix at the program level is offered in Decision-Making for Program Modes of Delivery.

If students will continue to have a mix of delivery modes in the future, as they do today (i.e., in a given day some courses are in-person and in a classroom, and other courses are online and synchronous), then students will benefit from access to informal campus-based technology-enhanced spaces where they can participate in various modes of delivery. This will allow students to participate in scheduled live streaming classes while on-campus, for example, in between in-person courses.

Conclusion

Between January and May, 2023, the Steering Committee, comprised of students, staff, and faculty, met on 6 occasions for discussion to clarify and differentiate the modes of delivery at York University. The penultimate draft of this document was posted publicly for review by colleagues across the university and 17 responses were received through the online portal.

Further, a public online forum was held on April 18, 2023, to receive feedback and input from colleagues. A high-level description of the changes made to the document because of these consultations, has been provided and the Steering Committee is thankful to the collegium for their insights.

This report is the output of the discussions and the final version of the "Common Language for Modes of Delivery". The Steering Committee anticipates, and indeed expects, that this document will be treated as a "living document" and will be revised and updated from time to time, in accordance with shifts in emerging technologies and in terms of the needs of both students and instructors.

Resources

Baker, N. Course delivery modes in the spotlight: Defining our approaches to teaching and learning. Teach and Learn. (2021).

Bates, T. Teaching in a Digital Age. BC Campus. (2019)

Fawns, T. An Entangled Pedagogy: Looking Beyond the Pedagogy—Technology Dichotomy. Postdigit Sci Educ 4, 711–728 (2022).

Johnson, N. Evolving Definitions in Digital Learning: A National Framework for Categorizing Commonly Used Terms. Canadian Digital Learning Research Association. (2021).

Moir, W, Nahornick, A, Wolf, P. Decision-Making for Program Modes of Delivery. York University Guide. (2022)

Terms and Concepts

Asynchronous: Not happening at the same time.

Modes of delivery: The modes in which the course is made available to students, clarifying the timing and locations of learning. This is differentiated from Teaching Approaches: The strategies used to deliver instruction and facilitate learning. This is differentiated from learning approaches (i.e. case-based learning) as well as the educational technologies that can enhance a variety of learning modes (i.e. online discussions).

Modes of Delivery Mix: Intentional approaches to determining the diversity and proportion of various modes of learning, usually at a program level, with a focus on the overall student experience of timing and locations of learning.

Virtual learning: Also known as online learning, a mode of delivery in which educational materials and instruction are provided through digital technologies and the internet. Virtual learning can take many forms, including live videoconferencing, text-based and recorded lectures, online discussions, virtual laboratories, and online assessments.

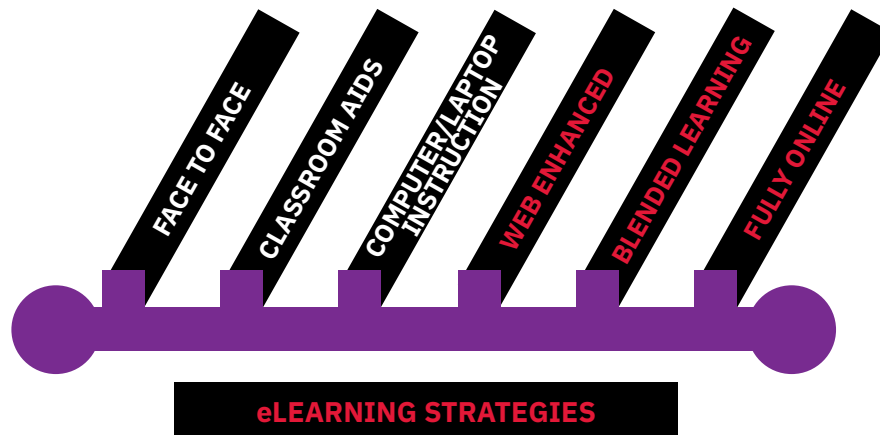
In-Person: On-campus, in-class, live and together. In real life.

Predominantly and essentially: The threshold for determining the mode of a course; consistency of mode across the course experience, as opposed to a one-off or occasional experience.

Synchronous: Happening at the same time.

Appendix A

Common Language for eLearning



Last Revised: March 26, 2014

eLearning

eLearning is the development of knowledge and skills through the use of information and communication technologies to support interactions for learning including interactions with content, learning activities and with other people.

Face-to-face

A “traditional” lecture or seminar format is used without technology.

Classroom aids

A traditional face-to-face lecture format is supplemented by the use of presentation or online tools such as PowerPoint slides, videos, “clickers”, etc.

Computer labs/laptop instruction

Face-to-face instruction occurs in a setting where every student has access to a computer (lab or personal laptop) instruction and the computer applications or online materials are integral to the instruction.

Web-enhanced learning

A face-to-face lecture delivery format is utilized where learning is supplemented by web materials, resources or activities. Web-enhanced courses will use a learning management system (LMS) such as Moodle to make lecture notes and recordings available, provide links to resources, online quizzes, discussion forums, etc. Usual face-to-face instruction time remains the same in these courses despite the addition of a web component.

The flipped classroom is a form of web-enhanced learning which involves the practice of giving students access to lectures electronically and using the face-to-face class time for interactive activities.

Blended learning

In the blended mode, also known as ‘hybrid’, class time is a combination of face-to-face and online delivery.

Face-to-face instruction is replaced by online instruction for one third of the course, while one third of the course is delivered face-to-face. The remaining third may be any combination of online or face-to-face.

Total course contact hours will remain the same as a traditional face-to-face course.

Fully online

Students do not physically attend classes. All lectures and course activities are delivered online. The student may be required to come to campus (or another location) to write tests or exams.

Course directors may create opportunities for students to come to campus but attendance is not mandatory.

Appendix B

Terms of Reference

Common Language for Modes of Delivery and Technology-Entangled Teaching and Learning at York

Mandate:

Chaired by the Office of the Associate Vice-President Teaching and Learning, this steering group will update the *Common Language for eLearning* (Appendix A) document to be the reference document for stakeholders across York to use in modes of learning-related policies and practices.

Our goal is to update the *Common Language for eLearning* document with one entitled, *Common Language for Modes of Delivery and Technology-Entangled Teaching and Learning at York*. The creation of this document will include the updating and enhancing the descriptions of current delivery modes, through direct consultation with various stakeholders, including students, educators, and the Office of the University Registrar. These descriptions will include articulating key characteristics and implications for each.

Membership:

Will Gage, Associate Vice-President, Teaching and Learning (Chair)

Peter Wolf, Office of the Associate Vice-President, Teaching and Learning

Representatives from Associate Deans, Teaching and Learning, AVPTL, VPA, Office of the University Registrar, Course Directors and Faculty, Undergraduate and Graduate Students

Teaching Commons (TC), University Information Technology (UIT), University Services Centre (USC), Student Services, Library

Timelines:

Meeting frequency – Bi-monthly

Project Completion – Summer 2023

Appendix C

Spectrum of Possible Learning Modes at York (for consideration and discussion)

Below is the comprehensive list of the range of modes of learning the steering committee discussed. Of note, this appendix identifies the modes we chose not to include in our final Proposed Modes of Learning and Differentiators (table 2).

The modes NOT included are grey shaded row below:

- Online Asynchronous, campus assessment – We omitted this mode as there are no current courses using this approach, nor any demand (with the exception of a few Finance courses).
- Block Blended – Differentiating weekly blended from block blended was discussed but eventually eliminated as the need for custom notes would not be reduced. Blended or hybrid courses will likely require the most custom notes to clarify location and timing expectations and creating two versions of that might add to confusion.
- Hyflex Max – Currently the university has identified hyflex course as synchronous. We recognize that adding asynchronous components (in lieu of class attendance) to hyflex delivery may well come to pass in the future, but at this point, this mode of delivery has yet to emerge.

YORK MODE OF LEARNING	CURRENT CODE	WHERE* VIRTUAL OR IN-PERSON	WHEN* SCHEDULED OR NON-SCHEDULED CLASSES	ASSESSMENT LOCATION* VIRTUAL OR IN-PERSON	CLASSROOM NEEDS
Online <i>Asynchronous</i>	ONLN	Virtual	No scheduled classes	Virtual	None
Online <i>Synchronous</i>	-	Virtual	Scheduled classes	Virtual	None
Online Synchronous, campus assessment	ONCA	Virtual	Scheduled classes	In-Person	Assessment spaces
Online Asynchronous, campus assessment	-	Virtual	No scheduled classes	Virtual	Assessment spaces
Weekly Blended	BLEN	In-Person & Virtual	Scheduled classes	Virtual &/or In-Person	Typical
		Instructor-determined			
Block Blended	-	In-Person & Virtual	Scheduled classes	Virtual &/or In-Person	Typical
		Instructor-determined			
Hyflex	HYFX	In-Person &/or Virtual	Scheduled classes	In-Person &/or Virtual	<i>Standard Plus</i>
		Student Choice			
Hyflex Max	-	In-Person &/or Virtual	No Scheduled classes &/or Scheduled classes	In-Person &/or Virtual	Standard Plus
		Student Choice			
<i>In Person</i>	LECT	In-Person	Scheduled classes	In-Person	Typical

Appendix D

Community Consultations

A Call for Feedback on the draft Common Language for Modes of Learning was promoted from April 10-21, 2023. Below are the comments received through form submission or via email during that time period.

QUESTION	FEEDBACK
Are the Modes of Learning comprehensive? Are the needed modes included?	Yes – 10 Can be improved – 5 No – 2
Are the definitions clear? Are they easy to interpret?	Yes – 10 Can be improved – 4 No – 3
Is the Common Language document useful? Will it help to enhance communication around modes of learning?	Yes – 12 Can be improved – 2 No – 2
Are the Modes of Learning differentiated? Are the differences between modes articulated?	Yes – 12 Can be improved – 3 No – 2

Suggestions for enhancing comprehensiveness, clarity, differentiation and usefulness:

- Clarification of ‘blended’ would be welcome. Faculty are unsure about what this type of course looks like and so are using it to ‘do what they want’ in terms of in-person and asynchronous delivery, and everything in between. Students are not clear on what a blended course looks like when they enrol.
- The statements on page 6 and page 10 are incorrect. ONCA can be asynchronous. As the BCom UPD, we have been using ONCA asynchronous in BCom courses (ADMS); the difference between ONLN and ONCA is the mode of assessment, nothing else; ONCA specifically requires an in-person assessment (midterm, final exam, student presentation, etc.). We use ONCA for the purposes of letting know to students that they will have to come to campus to do these assessments.
- Thank for drafting this important document. One suggestion would be to add percentages or a percentage range for the hybrid formats so course directors and students know what to expect.
- By requiring Hyflex to be in “standard plus” rooms makes scheduling these harder, when many faculty keen to offer hyflex already have equipment to run hyflex mode in normal classroom spaces. Hyflex will become something faculties need to plan for as opposed to something individual faculty members may want to accommodate. Allowing for this possibility would help make a hyflex option more accessible for more students in more classes.
- It’s unclear what the common language is. You need to have a heading that says, “Common Language” and that contains the definitions. In the chart of proposed learning modes, though async

on its own and sync on its own are included, some instructors have asked for a blend of async and sync in the same course. That is, the instructor spends one to two hours with a scheduled sync time with student, and the rest of the weekly course hours are async, where students work on their own to complete the work posted or otherwise circulated.

- I do understand why delivery mode codes need to be made clearer, but is this document really doing so? “Delivery modes” is quite clear; “learning modes” is not at all clear. When I think of learning modes, I think the many different ways in which we learn, through visuals, text, auditory means, for instance. That’s not at all the same as the way a course is delivered and how that impacts the design of the content.
- Next, acronyms such as “ONCA” will forever remain unclear and should be removed, for instance. ONLN is unclear because it encompasses at least three forms of delivery.
- You might try something like REMA, REMS, and REMB, for Remote Asynch, Remote Sync, and Remote blend. These acronyms are more understandable than the ones listed in the chart.
- This feels more like a room allocation document. Presumably the categories should be mutually exclusive for the purposes of coding, but they are not. Hyflex is arguably a subcategory of Online Synchronous (or if students choose not to attend class synchronously, it becomes Online Asynchronous). Particularly given the addition of “essentially and predominantly” - what does this mean and what are the criteria? The only reference to tutorials, seminars, labs, etc. is under In Person, but presumably these types of courses exist in virtual courses as well.
- The ONCA code suggests the faculty member knows a year in advance of teaching the course that they want an on campus assessment. There will be those who forget to think this through and instead make this request when the requests for in person exams are made. The faculty member may even have discussed it already with their students and the students are ok with having an on campus assessment. What will be the policy and practice at that time - allow the faculty member to switch to an on campus assessment or not? If not, then I would ask why not particularly if there are rooms available and the students are all ok with an in person exam. If not, then the fact that this is not an option will need to be articulated well in advance to the faculty members and the staff who schedule these things will need to make sure they have been very clear to the faculty members about it.
- It is very easy for the subtle differences between the different course codes to be lost in the chain of communication. Hopefully there will be a plan to communicate this new terminology thoroughly and often.
- By requiring Hyflex to be in “standard plus” rooms makes scheduling these harder, when many faculty keen to offer hyflex already have equipment to run hyflex mode in normal classroom spaces. Hyflex will become something faculties need to plan for as opposed to something individual faculty members may want to accommodate. Allowing for this possibility would help make a hyflex option more accessible for more students in more classes.
- The definition of blended is much clearer now that it is highlighted that the ‘blend’ of in person and online is determined by the instructor. However, there are often questions about how many classes/sessions would need to be online for a course to be considered blended. For example, if a course is coded as a LECT but has one or two classes online (pre-scheduled by the instructor as

part of the syllabus), would the course still be considered LECT, BLEN, or would it matter? For the purposes of the student experience this may not matter too much, but for administrative or logistical considerations there could be particular needs or questions related to this type of scheduling. In the past, there has also been discussion about a certain percentage or amount of time spent online for a course to be considered blended - is this still the case? What might happen if a course deviates from this 'standard'? Those who still remember some of the older definitions may be wondering about the 'line' between blended, online, and in person (LECT).

- I think the document is very clear. I also like the possibility of renaming LECT in the future to something like INPE for in-person.
- I would put Blended after In Person, then HyFlex, as it seems as though you're going by increasing prevalence of technology and Hyflex is more than blended.
- I think there should be mention of how York define Hybrid, by excluding the term it could cause confusion, if it's seen as the same as blended, than I suggest marking that category as Blended/Hybrid.
- Are there no updates to the definitions in Table 1 - Definitions? For example, the TC documents define HyFlex differently than this.
- Can these definitions be included in the table for ease of reference?
- Some terms need to be explained (i.e., Typical, or Standard Plus).
- Which definitions are you referring to? The common language part or the glossary. The definitions are fine. The glossary can be improved. (I sent my comments on the glossary via a PDF).
- The chart is the most useful part of the document. I personally do not need to read through the document to understand the new common language. I can just look at the chart.
- Perhaps I have an old version of adobe but when I print the document, boxes (with terms and concepts from page 7) appear on several pages covering up some of the print on three pages – one box appears on each of pages 1 and 6 and 5 boxes appear on page 5. See pdf attached.
- The report's recommendation that separate synchronous online and asynchronous online codes should be set up should be more prominent (visible) in the document.
- The chart on page 5 states that ONCA has scheduled classes... and page 10 of the report states "Online Assynchronous, campus assessment – We omitted this mode as there are no current courses using this approach, nor any demand." I think this is short-sighted.
- It is the instructor of an online course who decides how best to deliver an online course (assynchronous, synchronous) and its assessments (online or in-person) in order to best meet its learning outcomes. Therefore we need a code for assynchronous online delivery with in-person assessments.
- Not having a separate code for both types of online courses with on campus assessment would mean that there would be a need for more extensive text in the course notes for students the university cannot quickly count up the number of courses delivered and assessed in this particular way.

- I realize that this report is focused on common language for modes of learning... and not as much to do with modes of assessment but I thought you should know that on-campus 21st century computer-based assessments where students are able to use word and excel (but access to the internet and other software programs is restricted) is also an issue at the unit level. Computer labs are limited (and must be programmed to restrict access e.g. to eClass) and I don't know whether it is possible to limit internet access in any existing classrooms at York (please let me know if it is).
- I am writing to add some further information to point 3 of my email below about ONCA asynchronous courses because the statement on page 10 of the report attached that "there are no current courses using this approach, nor any demand." is incorrect. I am unable to do a count of all ONCA asynchronous courses currently being offered by the University, but in the Finance area of the School of Administrative Studies alone during the past Winter term, three (3) courses were offered in ONCA asynchronous format with on campus exams: ADMS 2541, 4505 and 4508. I have also been told that other finance courses may also go in that direction for academic integrity reasons.
- I do know that, for almost two decades, the entire BCom (90cr) Program has been able to be taken remotely. This has been achieved because at least one section of each course in the BCom program is offered in an online format each term (Fall, Winter and Summer) as well as some general education and elective courses. A more recent innovation is the fully online Financial Planning Certificate that provides students with everything they need to sit for the CFP® Exam because the courses satisfy the Core and Advanced Curriculum requirements leading to the Qualified Associate Financial Planner (QAFP) and (Certified Financial Planner (CFP®) designations.

Other comments

- I do appreciate the effort to clarify delivery modes (not learning modes!), but it doesn't appear to be successful at clarifying them; alas, it appears to add greater confusion to the mix.
- I think it is great you are adding back in a mode for online synchronous.
- There is an assumption in using the HYFX code that the Standard Plus rooms can be assigned for every course that is designed to be run in the HYFX fashion. It would be frustrating if a course was designed to be offered in such a fashion and one of the needed rooms was not available. How are you going to guarantee that the Standard Plus rooms are available?
- I think there needs to be some mention of DEIA in this document in terms of how York is working to make TEL modes of learning as diverse, equitable, inclusive and accessible as possible and there needs to be informed decision making around which mode works for you and why.
- As the report indicates this an exercise in "updating and clarifying existing and POTENTIAL technology-enabled modes of learning at York", I think it's critical that there be an indication as to how this process continues in the future. What is the ONGOING process for doing this work as those POTENTIAL technologies are going to be changing rapidly over time, even the definition of HyFlex is going to evolve in the near future, I'm sure.
- Is there a way to situate this work in a system of development that is not just this isolated moment in time, but rather a sustainable process of considering how modes of learning are evolving at York? Like, could this steering committee meet annually for review of the document, for example?

- You might consider a resource around the themes of Where, When and assessment location. If I think of these three things, I almost don't need a chart.