

<b>TYPE:</b>	Academic
<b>TITLE:</b>	Learning Management System Usage
<b>NO.:</b>	ACAD-118
<b>RESPONSIBILITY:</b>	Executive Vice President, Academic
<b>APPROVED BY:</b>	Durham College Leadership Team
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## 1. Introduction

A learning management system (LMS) provides organized, consistent and timely course-related communication between faculty and students. Effective use of an LMS is intended to assist faculty with course administration while supporting student engagement, increasing flexible learning opportunities, and enabling quality-learning experiences. An LMS provides an efficient and effective vehicle for ongoing student feedback.

## 2. Purpose

This policy and procedure outlines expectations for use of the College's LMS for the provision of consistent and effective teaching and learning, and student academic communications.

## 3. Definitions

Refer to [Durham College's Standard Definitions](#).

## 4. Policy statements

- 4.1. Students and academic employees are active partners in the teaching and learning process, and as such, both are required to utilize a designated LMS.
- 4.2. Student learning is enhanced by a consistent approach to the use of an LMS.
- 4.3. Use of an LMS encourages connections:
  - between students and faculty;
  - between students and their peers; and
  - between students and course learning resources.

#### 4.4. Effective student use of an LMS can:

- support time management and timely completion of learning objectives;
- foster interpersonal communication between students and faculty;
- facilitate connection to the course materials and course expectations;
- complement teaching and learning activities; and
- provide ongoing performance feedback.

#### 4.5. Effective academic employee use of an LMS can:

- clarify course-specific student usage expectations;
- encourage a learner-centric approach to teaching;
- support collaborative learning;
- enhance active learning;
- support individualized learning and different learning preferences;
- support effective assessment strategies;
- provide effective, consistent, and timely communication;
- encourage greater access to course material; and
- support participation in academic employee training.

#### 4.6. DC will provide resources and/or technical support services to promote skill development in using an LMS.

### 5. Procedure

DC provides one LMS for most of its teaching and learning activities, however, it may affiliate with other academic partners that use alternate systems (i.e.: Ontario Learn). The following procedure is specific to the LMS provided by DC.

#### 5.1. Student Orientation to the LMS

- 5.1.1. Information supporting student access to and navigation of the LMS and its supplemental applications are available through the Student Development department prior to the start of a program.
- 5.1.2. Faculty will familiarize their students on the optimal use of the LMS for their specific course.

#### 5.2. Academic Employees: Required Elements of LMS Usage

##### 5.2.1. Using the LMS, academic employees shall:

- make announcements to welcome new students and broadcast relevant class communications;
- post all important course-related dates;
- post their DC e-mail address and college contact information;
- communicate student course-specific LMS usage expectations;

- state their preferred method of electronic communication and provide an accurate expectation as to their intended response time;
- post the approved course outline;
- set up the course grade book to align with evaluations noted in the approved course outline;
- post course content in a timely manner to facilitate student preparation for learning, as appropriate for the course;
- ensure course content adheres to copyright and AODA legislation;
- input and reveal student grades on an ongoing basis, allowing for visible, cumulative grades as evaluations are completed;
- submit mid-term and final calculated grades, where applicable; and
- notify students of lateness or absences.

### 5.3. Students: Required Elements of LMS Usage

#### 5.3.1. Using the LMS, students shall:

- monitor course pages for updates, due dates and announcements;
- communicate with faculty as requested and as necessary;
- participate in learning activities and engage with their peers, as directed; and
- submit assessments for evaluation, as directed.

### 5.4. Academic Employees: LMS Best Practices

Academic employees are encouraged to adopt effective teaching and learning practices and tools to enhance the student learning experience, including but not limited to:

#### 5.4.1. Feedback

- facilitate workflow and timely return of assignments as they are created, submitted, marked.
- utilize assessment functionalities to provide self-assessment and/or marks-based opportunities.

#### 5.4.2. Content

- provide course materials in the LMS in a variety of accessible formats, using the principles of Universal Design for Learning.
- utilize pre-built templates for remote, hybrid or in-class courses.

#### 5.4.3. Student Engagement

- leverage the LMS and supplemental applications to enrich the classroom experience.
- accommodate different learning preferences through the use of online tools and multimedia.

#### 5.5. Technical Support

5.5.1. Students and academic employees experiencing technical difficulties must notify the IT Service Desk and obtain a service ticket number.

5.5.2. Students may be required to provide their service ticket to faculty in the event that technical difficulties resulted in missed course deadlines.

5.5.3. Students and academic employees using an LMS other than what is provided directly by DC should contact the academic partner for support (i.e.: Pearson Embanet's Help Desk for Ontario Learn).

### **6. Roles and responsibilities**

6.1. It is the responsibility of the Executive Vice President, Academic to ensure this policy and procedure is fully implemented.

6.2. It is the responsibility of the Executive Dean/Dean/Associate Dean to ensure faculty are meeting the requirements of LMS usage.

6.3. It is the responsibility of each faculty member to provide the required elements of LMS usage in their courses, and to develop their professional practice in the appropriate use of the LMS.

6.4. It is the responsibility of students to become familiar with accessing and navigating the LMS, and for seeking assistance with technical difficulties.

6.5. It is the responsibility of the CTL to provide support and resources for faculty on the use of the LMS.

6.6. It is the responsibility of IT Services to support students with technical difficulties with respect to the LMS.

### **7. Accessibility for Ontarians with Disabilities Act considerations**

Accessibility for Ontarians with Disabilities Act (AODA) standards have been considered in the development of this policy and procedure and it adheres to the principles outlined in the College's commitment to accessibility as demonstrated by the Accessibility Plan (ADMIN-203).

## **8. Non-compliance implications**

Non-compliance could negatively impact the effectiveness of teaching and learning for both students and academic employees, and hinder student success in a course.

## **9. Communications plan**

- A message will be posted on ICE alerting employees when new or revised policies and procedures are added to ICE.
- A message will be posted on MyCampus alerting students when new or revised policies and procedures are added.

## **10. Related forms, legislation or external resources**

- List any forms, legislation or external resources