



Local Digital Action Plan  
Champlain College Lennoxville

## Table of Contents

Purpose and Context of the Local Digital Action Plan .....	3
Quebec’s Digital Action Plan .....	3
Champlain College-Lennoxville: A Local Digital Action Plan .....	4
Recent IT and Tech Development at Champlain-Lennoxville .....	4
Three Trajectories .....	6
Looking Forward: Implementation and Revision of the Plan .....	12
Summary of Trajectories and Actions.....	13
Appendix I: Extended Table of Actions and their Completion Status .....	14

## Purpose and Context of the Local Digital Action Plan

In 2018, Quebec's Ministry of Education and Higher Education unveiled their [Digital Action Plan](#) (DAP), a comprehensive statement of the province's goals with respect to education and technological development. The Ministerial DAP invited the province's educational institutions to renew their efforts in developing technological tools, knowledge, and skills.

The comprehensive DAP touches on many aspects of technology and digital tools particularly relevant to post-secondary educational institutions and to Champlain College-Lennoxville. The three basic Orientations around which the Ministerial DAP revolves call on educational institutions to:

- (1) Support the development of the digital skills of young people and adults;
- (2) make use of digital technologies, as appropriate, to enhance teaching and learning practices; and
- (3) create an environment conducive to the deployment of digital technologies in the education system.

In response to the Ministry's call, Champlain's Commission of Studies created, in 2018, the Techno-Pedagogical Advisory Committee. The first task of the Committee was to formalize some of the College's ongoing techno-pedagogical projects and development plans in a Local Digital Action Plan.

The present document offers some recent history of Champlain College's use and development of technological resources, an account of ongoing projects, and a guideline for the College's educational and technological development moving forward. In the appendix can be found an ongoing list of action plans as well as an indication of their completion status.

### Quebec's Digital Action Plan

More than ever, personal, economic, social, and educational success depends on technological skills and the ability to proficiently navigate the digital world. The Ministry of Education and Higher Education has taken a proactive approach to ensuring that Quebecers and Quebec institutions are prepared for life in the 21<sup>st</sup> century.

The DAP published by the Ministry announces, among many other goals, the province's commitment to foster the continuing education of teachers, professionals, and staff in digital tools and digital pedagogy (measure 5); to promote innovative pedagogical practices and realize the potential of digital technologies in education (measure 8); to develop innovative and digital teaching and learning practices (objective 2.1); to guarantee access to fair and safe digital technologies in educational institutions (objective 3.3); and to monitor educational progress with respect to these and related goals (area of intervention 6).

Since its publication of the DAP, the Ministry has also published a [Digital Competency Framework](#) in 2019. This document outlines 12 components of technological competence that ought to be a part of general education.

The digital competency framework revolves around *ethical citizenship* in the use of technology. As teachers and members of a community, we have a responsibility to encourage our colleagues and students to use technologies and online spaces in physically and emotionally healthy ways. We need to

remain informed about how to protect our own and others' personal information. As more and more of our interactions and activities take place online, our students in particular can benefit from guidance in their use of digital tools, social media, and virtually unlimited access to information. As a higher education institution, we can be proactive in fostering such ethical citizenship by developing our students' technological skills and our own.

Moreover, changing technologies have a global impact on culture, knowledge, economics, politics, and education. Our needs and those of our students are altered over time by global technological developments, as are the ways in which we organize, transmit, and access information. As a technologically progressive institution for higher learning, we can help prepare ourselves and our students to confront new realities and challenges as they arise.

Another aspect of the Digital Competency Framework involves developing digital tools and skills to promote inclusiveness. Universal Design for Learning (UDL) principles are increasingly the norm within educational institutions. UDL focuses especially on supporting multiple learning styles in order to be inclusive. For example, by communicating information in multiple modes or mediums—through speech, writing, and visual representation, for example—we can facilitate the learning of diverse student bodies. Digital teaching tools in particular can help vary modes of teaching, allowing students to participate according to their abilities. Developing such resources at the College can help promote inclusive teaching practices and facilitate student success.

Other components of the Digital Competency Framework include information literacy, digital collaboration and communication, and multi-media content production; as well as problem solving, critical thinking, and creative innovation.

Importantly, the Ministry's Digital Action Plan is open-ended with respect to how institutions, programs, and individuals ought to approach their own technological and techno-pedagogical development. Although digital competencies ought to be aspired to by everyone, the practice of these competencies may be different in different disciplines and programs. The Digital Action Plan likewise has left room for us, as a College, to decide what our own local goals are and how best to leverage technology to facilitate those goals.

## **Champlain College-Lennoxville: A Local Digital Action Plan**

The Techno-Pedagogical Advisory Committee has been appointed by the Commission of Studies to draft the present document, the Local Digital Action Plan.

Before outlining the three trajectories that will guide future techno-pedagogical development at the College, it is worth taking stock of some recent advances at the College in order to offer perspective on our current situation.

### Recent IT and Tech Development at Champlain-Lennoxville

The beginning of the Covid-19 pandemic in the spring of 2020 saw many teachers and students abruptly thrown into the world of digital teaching and learning. The effects of the pandemic are still being felt, both because of ongoing challenges and because of the cumulative effects of several years of extraordinary circumstances. Although many students and educators confronted difficult and often

stressful challenges with online teaching and learning, many students and educators have also seen some of the benefits of powerful digital learning tools.

The IT department in particular has taken steps to improve the College's access to technological tools for teaching and learning purposes. This has helped enable instructors and students to better navigate challenging situations created by the pandemic.

Both students and teachers have benefited from investments in technology at the College. In 2019, the College's entire server infrastructure was replaced. This update improved functionality and IT security at the College. In turn, the old equipment has been used to host servers for the Computer Science Technology (CST) program. A sub-network was implemented exclusively for the use of CST, allowing students to experiment with programming in an environment segregated from the rest of the College's digital space. This separation allows CST students to make mistakes and practice problem solving without disrupting IT functions or compromising IT security throughout the rest of the College.

Laptops were purchased and are loaned to CST students for their studies, helping support both CST students and faculty. Providing laptops ensures a baseline of equality in access to technology among the program's students. At the same time, the standardization of student-used equipment allows faculty to provide uniform instruction with the knowledge that every student has the necessary means to participate in program and classroom activities.

Another update to IT infrastructure involved the installation of fiber optic for the use of Champlain College members in spaces shared with Bishop's University.

The Covid-19 pandemic also precipitated an immediate need for remote access to College servers, applications, and printers. For example, prior to this time, printing documents required students to visit a library or computer lab during opening hours. During the pandemic, infrastructure and equipment was set up to allow students to send documents from the College or home and then release printing jobs at any printer or Xerox machine on campus when convenient for the student.

Champlain's Virtual Lab, set up in 2020, now allows students to access Champlain computer resources and specialized software remotely. Without needing to wait for an available computer or come to campus, students can access needed resources from home or other locations on their own time, with their own devices, and with operating systems of their own choice. Besides the practical advantages to students, the Virtual Lab also helps ensure equal access. Students with more or less sophisticated personal computers and devices can access the same College computer resources as any other student on campus; and students requiring flexibility in their study schedule can access needed software outside typical College opening hours.

During the pandemic, new computer stations were installed in study rooms and student-accessible spaces throughout the college. BYOD (Bring Your Own Device) sites were also established throughout the College to maximize student accessibility and convenience.

A substantial part of IT funds during the pandemic also supported the purchase of laptops for some 200 staff members and faculty at the College.

A centralized software deployment system—the Cougar Software Center, available on every College computer—allows College-supported and licensed software to be installed by users on their College-issued laptops according to their own needs and without an appointment with IT.

The IT department also responded to many teacher requests to teach on campus while making their courses accessible remotely. Cameras and adapted recording equipment were set up in Champlain classrooms to allow classes to be streamed or recorded for asynchronous playback. A VPN (Virtual Private Network) was also set up to allow faculty to easily access Champlain computer systems from home.

Besides a growing bank of online IT resources and tutorials, a drop-in IT help desk and a formalized system for submitting help requests by email have been set up. These now allow College community members to quickly and efficiently access the technological and digital resources that they require.

In terms of pedagogy, over the last 10 years, the College's annual Professional Development day has included many discussions on teaching and technology. Workshops have been offered on Mobile Labs, particular teaching software, social media, cyber-bullying and cyber-reputation, copyright rules related to borrowed media, effective e-mail communication, e-libraries, video capturing and streaming, privacy and digital security, remote computer access, and blog-writing assignments.

In addition, many instructors have been introduced to new teaching tools through their own initiative, through discussions with colleagues, and by attending workshops offered by other organizations and inter-collegial networks.

### Three Trajectories

For many years, developing technological skills and knowledge has been a basic aim of general education at Champlain-Lennoxville, and every program contributes to this goal. Students of every discipline are expected to finish their programs with the ability to proficiently and responsibly use available technologies in their disciplines. The General Education component common to all programs calls on us to teach students to "Recognize the influence of the media, sciences or technology on culture and lifestyle."<sup>1</sup> From Liberal Arts to Sciences, students are expected to develop both a facility with technologies and a critical perspective on the social, political, and ethical implications of their use.

The present Local Digital Action Plan is intended to provide a general guide for the College's immediate, ongoing, and future techno-pedagogical developments. Our technological and techno-pedagogical development goals have been formulated in relation to three broad trajectories. The trajectories were chosen to be comprehensive and concrete, while remaining flexible with respect to the individual and sometimes changing needs of programs, disciplines, faculty, and students. The trajectories were also chosen to keep our College reasonably in line with developments and emerging norms at other colleges.<sup>2</sup>

The three trajectories are overlapping and complementary. The success of each one depends on the others, and each trajectory is guided in part by the activities of the other two.

---

<sup>1</sup> [General Education Components Extracts from programs leading to a Diploma of College Studies \(DCS\).](#)

<sup>2</sup> [Cégep de Granby, Plan de mise en œuvre du Plan d'action numérique.](#)

**Trajectory 1. Improve access to learning and professional development through the adoption of innovative pedagogies and teaching practices**

Our ongoing technological and pedagogical development at the College must come through accessible learning resources for faculty, staff, and students.

In many ways, the first actions carried out within the scope of this trajectory were the development of the Techno-Pedagogical Advisory Committee and the drafting of the present document.

Action 1.1 Establish the Techno-Pedagogical Advisory Committee, whose role will be to guide techno-pedagogical actions and projects in consultation with program and department coordinators, faculty, staff, and students

The first item of the Techno-Pedagogical Advisory Committee’s mandate is to establish the present document with a proposal of three trajectories and a series of action plans to respond to developing techno-pedagogical needs at the College.

Since its formation, the Committee has met and consulted with College members to help establish effective direction for inclusive and innovative teaching. The ongoing role of the Committee will be to consult community members to assess technological and techno-pedagogical needs, and to provide technological and professional development resources.

Furthermore, to fulfill its objectives, the Techno-Pedagogical Advisory Committee will:

Action 1.2 Help establish the digital skills to be prioritized in various programs and among faculty, professionals, and staff

Action 1.2.1 Develop a training agenda (or training agendas) according to which professional development and training sessions and tools will be made available

Action 1.2.2 Develop accessible training in line with the needs of Champlain College faculty, students, professionals, and community members

Through consultation with department coordinators, faculty, and staff, the Techno-Pedagogical Advisory Committee will establish the digital and technological skills and tools to prioritize at the College. Consultation of faculty, students, and staff may take the form of surveys; meetings between the techno-pedagogical counsellor and coordinators or departments; individual outreach of community members to IT or the techno-pedagogical counsellor; and formal and informal discussion in various other formats.

Agendas of workshops, tutorials, and professional development opportunities related to these will be created and continuously updated.

Training may be offered or facilitated in many areas and in different modalities. The College already has a mentorship program for new faculty members in place. Basic training for Learning Management Systems (LMSs) and grading software (e.g., Lea, Moodle, etc.) can be offered in this context. Experienced faculty may also benefit from resources enabling them to learn about the full range of tools offered in Teams and other applications.

Sessions will also be offered on particular aspects of digital learning and teaching tools that can be used for asynchronous or in-class lessons. Other sessions might take place within a Community of Practice (see Trajectory 2).

In conjunction with Champlain's IT department, sessions or tutorials on information security will also be offered. With the increasing use of third-party web applications for teaching and assignments, faculty and staff should be aware of the legality and logistics of storing grades or collecting student information through these applications.

The Committee will also expand the database of resources at the College's disposal. Throughout the Covid-19 pandemic, IT support services began to expand the online database of resources provided for instructors and students. Resources addressing various aspects of pedagogical technologies and digital learning will continue to be made available and accessible.

Within the scope of these Actions, the techno-pedagogical counsellor and the Techno-Pedagogical Advisory Committee can also provide consultation concerning the integration of digital competencies into curricula, programs, courses, and student orientation offerings at the College.

Action 1.3 Analyze College needs with respect to Learning Management Systems and other Teaching and Learning Software
---

One of the challenges of teaching and learning in the digital age is the proliferation of available technologies, software, and learning platforms. While the availability of tools is exciting and empowering, this abundance of options can also prove a logistical challenge for institutions, IT departments, faculty, and students. IT departments have to contend with the administrative burden of providing extensive technical support for many applications; faculty often have to provide hours of support each semester to students learning to use new software; and students often have to juggle multiple logins, passwords, and messaging systems while being required to participate in classes through several different platforms in any given session.

The Techno-Pedagogical Advisory Committee will therefore assess the software and LMS needs of the College on an ongoing basis and in consultation with the College community. IT and the techno-pedagogical counsellor will also offer community members support for various programs and digital tools supported by the College.

Action 1.4 Consolidate and organize online information, databases, and communications
---



In line with the goal of making training, professional development, and information accessible, the Committee will also oversee the consolidation and organization of various databases and communication systems. Information is currently stored in Omnivox, Teams, SharePoint, the S-Drive, and elsewhere. In the interest of making important information accessible as needed to all College community members, the Committee will consult and provide recommendations on how best to organize the College's information and databases with an eye to accessibility and organization.

**Action 1.5 Develop blended learning and distance learning options, notably for Continuing Education**

Digital tools are increasingly putting the means of learning and practicing new skills more directly into the hands of students. Such tools can also allow instructors to manage classroom discussions and measure individual student engagement in new and effective ways. Across the globe and within the Cégep network, new alternatives to traditional teaching formats are being explored.

Especially interesting among these alternatives are various forms of blended learning that allow students and instructors to spend a number of class hours working apart or remotely in order to maximize the productivity of in-person, synchronous class hours. Besides allowing for different sorts of activities and measures of student engagement, blended and distance learning alternatives also offer a practical flexibility for students. Such flexibility is especially important for Continuing Education students who often want to pursue studies and professional development while working and attending to familial responsibilities.

**Trajectory 2. Develop Techno-Pedagogy Communities of Practice**

One of the principal aims of the College is to ensure that teachers, staff, and community members are supported in their teaching, projects, activities, and professional development. With respect to techno-pedagogy in particular, this implies cultivating a culture of curiosity and mutual support, whereby community members can share their experiences, reflect on individual and collective successes and difficulties, and collaboratively develop resources, shared knowledge, and new goals.

**Action 2.1 Encourage and sustain techno-pedagogical communities of practice**

Many of the goals and activities to be led by the Techno-Pedagogical Advisory Committee will ultimately find their meaning and success only alongside communities of practice composed of faculty, staff, and students. The idea of a community of practice—originally articulated by Jean Lave and Etienne Wenger—supposes that learning is a social activity. Knowledge is constituted through, and according to, a group's activities, shared goals, and ideas about meaningful practices.

From this perspective, while IT expertise, formal assessments, and institutional decision-making are required to carry out many of our techno-pedagogical goals, those evolving goals should emerge naturally

out of the teaching and learning activity of all members of the College. Rather than relying exclusively on a formal, top-down approach to professional development, our techno-pedagogical goals and knowledge should be developed through community collaboration. Through communities of practice, goals and projects can be articulated, assessed, implemented, and revised.

Communities of practice can be formally and intentionally cultivated; but in the broad sense, communities of practice exist everywhere where members of social groups work together within a given domain.<sup>3</sup> In that sense, an informal techno-pedagogical community of practice has existed at Champlain as long as teachers and community members have used technologies in their work and spoken about it with one another. The discussions that faculty have had during PD days, the informal exchanges and conversations that faculty have in the hallways, and the support that colleagues receive from one another are all part of a community of practice.

Going forward, communities of practice can be maintained through planned sessions, through formal or informal discussions on Teams, through book clubs, through mutual teaching, or in any other way that colleagues, staff, and students want to collaborate and share knowledge.

Action 2.2 Create events for different communities of practices, such as faculty, professional, or student communities
--

Through thriving communities of practice, our communities' needs with respect to information, tutorials, PD workshops, or other events and support will naturally come to light. The hope is that active communities of practice will make it clear over time what sorts of activities and events would be useful to College members. These events can be planned by, or with the support of, the Techno-Pedagogical Advisory Committee and the Techno-Pedagogical Counsellor.

Such events might include tutorials and professional development workshops related to specific learning platforms, to pedagogical theory and teaching techniques, or to the development of online content and assessment tools.

Part of our communities of practice can also involve inter-collegial collaboration with students and faculty at other institutions.

Action 2.2 and Action 1.2 are especially complementary. The more formal activities of Trajectory 1 should receive direction from our communities of practice and the actions included in Trajectory 2; and our communities of practice should be able to rely on the support provided to them through the actions of Trajectory 1.

Besides its practical utility, a vibrant techno-pedagogical community of practice (among others at the College) can help us encourage one another and demonstrate our commitment to learning as a lifelong process. It is an opportunity to benefit from our colleagues' knowledge and experience, to share our own, and to challenge ourselves to continue to learn.

---

<sup>3</sup> Etienne Wenger, *Communities of Practice: Learning, Meaning, and Identity*. Cambridge: Cambridge University Press, 1999.

### Trajectory 3. Maintain Physical and Virtual Learning Spaces

In parallel with the previous two trajectories, the third commits the College to maintain physical and virtual learning spaces to support teaching and learning at the College.

Action 3.1 Identify teacher and student needs with respect to classroom environments, both real and virtual

Action 3.2: Identify possibilities and opportunities to improve physical and virtual learning spaces

As a community, the best way to determine what we need in our classrooms is to maintain active communities of practice. By sharing our experiences, listening to others' stories and perspectives, and remaining curious about techno-pedagogical innovations, we can develop a continuing sense of what sorts of tools and infrastructure we require to accomplish our goals.

Evolving technologies open up new avenues for pedagogy and teaching. The collective needs and situation of the College's student body change over time. With experience, teachers notice ways that learning spaces can be maintained or improved. Actions 3.1 and 3.2 commit us to remaining responsive to emerging needs with respect to our physical and virtual spaces.

This includes maintaining our software, our physical computer systems and infrastructure; maintaining our classrooms, office space, and study spaces; and maintaining the digital libraries and information to which we need access.

As suggested, the three trajectories are intended to be complementary. Learning about new teaching technologies should invigorate our communities of practice; our communities of practice should give rise to new desires for professional development opportunities; and all of these activities will both rely on and orient our efforts to maintain our physical and virtual learning spaces.

Action 3.3: Provide semesterly updates about techno-pedagogical activities and developments at the College

The Techno-Pedagogical Advisory Committee will provide semesterly updates about its activities and techno-pedagogical developments at the College. This is an important way to help disseminate important updates to community members. It is important that faculty and community members be made aware when new equipment, software, tutorials, support services, and techno-pedagogical opportunities become available. In addition to using Teams, e-mail, the newsletter, and the College's online bank of techno-pedagogical resources to keep faculty and staff up to date, the Techno-Pedagogical Advisory Committee will also provide the Commission of Studies with semesterly updates about their activities and

pertinent developments.

### **Looking Forward: Implementation and Revision of the Plan**

As suggested throughout the present document, the development of new pedagogical technologies and practices is an ever-evolving process. Decisions about how to invest our personal and economic resources will have to be made in dialogue with College community members and in response to their needs.

To that end, the aim of the present document is not to legislate a rigid, overarching policy to govern all techno-pedagogical efforts at the College. Certainly, it will be necessary to establish procedures and policies to direct some of our techno-pedagogical activities. However, the present document is intended to help us take stock of our situation and the progress that we have made until now as a community; and it is intended to provide a set of adaptable guidelines for moving forward and confronting ongoing challenges.

Through Communities of Practice, online and in-person faculty discussions, responses to Ped. Day and workshop activities, surveys, and meetings, community members will have an ongoing opportunity to inform the techno-pedagogical counsellor, the IT department, and members of the Techno-Pedagogical Advisory Committee about their aspirations and challenges.

Various documents will come to supplement the present Local Digital Action Plan. These may include a formal policy outlining procedures for the adoption of new equipment and software, information privacy policies, or policies about other matters that require uniform practices across departments and within the College.

## Summary of Trajectories and Actions

**Trajectory 1.** Improve access to learning and professional development through the adoption of innovative pedagogies and teaching practices.

- Action 1.1 Establish the Techno-Pedagogical Advisory Committee, whose role will be to guide techno-pedagogical actions and projects in consultation with program and department coordinators, faculty, staff, and students
- Action 1.2 Help establish the digital skills to be prioritized in various programs and among faculty, professionals, and staff
- Action 1.2.1 Develop a training agenda (or training agendas) according to which professional development and training sessions and tools will be made available
- Action 1.2.2 Develop accessible training in line with the needs of Champlain College faculty, students, professionals, and community members
- Action 1.3 Analyze College needs with respect to Learning Management Systems and other Teaching and Learning Software
- Action 1.4 Consolidate and organize online information, databases, and communications
- Action 1.5 Develop blended learning and distance learning options, notably for Continuing Education

**Trajectory 2.** Develop Techno-Pedagogy Communities of Practice

- Action 2.1 Encourage and sustain techno-pedagogical communities of practice
- Action 2.2 Create events for different communities of practices, such as faculty, professional, or student communities

**Trajectory 3.** Maintain Physical and Virtual Learning Spaces

- Action 3.1 Identify teacher and student needs with respect to classroom environments, both real and virtual
- Action 3.2: Identify possibilities and opportunities to improve physical and virtual learning spaces
- Action 3.3: Provide semesterly updates about techno-pedagogical activities and developments at the College

## Appendix I: Extended Table of Actions and their Completion Status

The following table lists a number of actions accomplished, in progress, and aspired to. The completion status of items in the table will be updated from time to time. Items will also be added to the list as appropriate and required. The list is intended to help keep track of the College's accomplishments and ongoing projects.

Action	Specific Action	Completion Status
3.2	Update of server infrastructure	Completed 2019
3.1	Development of subnetwork for CST department use	Completed 2019
3.2	Purchase of laptops for use by faculty and staff	Completed 2020
3.1	Purchase of laptops for CST students	Completed 2019
3.1	Implementation of access to Wi-Fi in Bishop's spaces used by Champlain College members.	Completed 2019
3.1	Installation of remote printing services	Completed 2019
3.1	Creation of Virtual Computer Lab for remote access to Champlain computer resources	Completed 2020
3.1	Installation of webcams and recording devices in classrooms for remote participation by students	Completed 2020
3.1	Creation of drop-in IT help desk	Completed 2021
3.2	Creation of centralized IT help requests through email	Completed 2020
3.1	Purchase of Oculus Quest VR headsets	Completed 2021
3.2	Creation of additional computer labs and student accessible computer stations	Completed 2020
3.2	Creation of additional BYOD plug-in sites	Completed 2020
1.1	Creation of Techno-Pedagogical Advisory Committee	Completed 2021
1.1	Publication of Local Digital Action Plan	Completed 2022
1.2	Establishment of the digital skills to be prioritized in various programs and among faculty, professionals and staff	
1.2.1	Development of a training agenda (or training agendas) according to which professional development and training sessions and tools will be made available	
1.2.2	Development of accessible training in line with the needs of Champlain College faculty, students, professionals, and community members	
1.3	Analysis of College needs with respect LMS and other teaching and learning software	
1.4	Consolidation and organization of online information, databases, and communications	

Action	Specific Action	Completion Status
1.5	Development of blended learning and distance learning options, notably for Continuing Education	
2.1	Maintenance of techno-pedagogical communities of practice	
2.2	Creation of events for different communities of practice, such as faculty, professional, or student communities	
3.1	Identification of teacher and student needs with respect to classroom environments, both real and virtual	
3.2	Identify possibilities and opportunities to improve physical and virtual learning spaces	
3.3	Provide semesterly updates about techno-pedagogical activities and developments at the College	