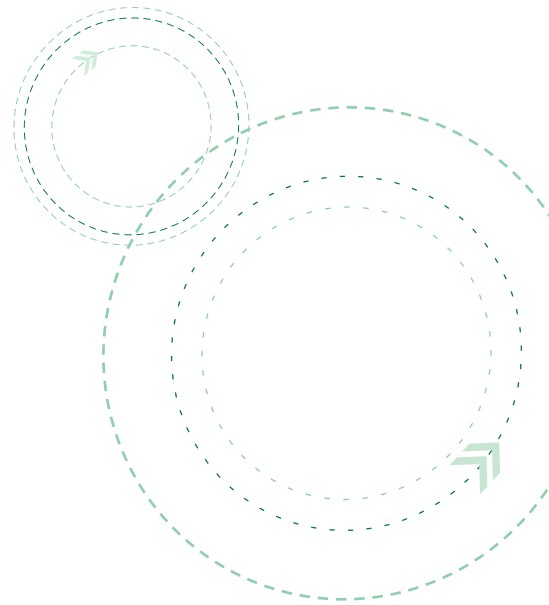


2026-2030

TEACHING & LEARNING PLAN





ONTARIO POWER GENERATION
CENTRE FOR SKILLED TRADES AND TECHNOLOGY

 **DURHAM
COLLEGE**
SUCCESS MATTERS


Welcome
to the Ontario Power Generation
Centre for Skilled Trades and
Technology

A photograph of a modern, multi-story building with a white upper section and a grey lower section. The building features several windows, including a large glass wall on the right side. The sky is blue with light clouds. In the foreground, there is a paved road and a grassy area.

2026-2030

TEACHING & LEARNING PLAN

Building on Durham College's (DC) strong foundation of teaching and learning, this renewed Teaching and Learning Plan (2026–2030) is closely aligned with DC's Strategic Vision and Academic Plan. It sets out clear goals to deepen exemplary teaching practice, strengthen a scholarly approach to teaching and learning, design relevant programs and rich learning experiences aligning with our communities and industries, enhance digital fluency for faculty and students, and weave Indigenous knowledge and ways of knowing meaningfully and respectfully into teaching, curriculum, and learning environments. These goals support student success, inclusion, and the development of future-focused skills, ensuring that our teaching and learning priorities move in step with the college's broader academic and strategic directions.

ACKNOWLEDGING THE LAND

Durham College is situated on the traditional lands of the First Peoples of the Mississaugas of Scugog Island First Nation. These lands are covered under the Williams Treaties and rest within the traditional territory of the Anishinaabeg. We offer our gratitude to the Indigenous Peoples who care for and, through the treaty process, share the lands on which we live, learn, teach, and prosper today.



MESSAGE FROM THE DEAN

Exemplary teaching and learning at DC are grounded in the expertise, creativity, and dedication that our educators bring to their work every day. Our faculty members and instructors draw on their professional experience and pedagogical knowledge to design learning that is relevant, meaningful, and rigorous for our students. Through inclusive, student-centred approaches, authentic assessments, and thoughtful use of digital tools, they support students in developing the knowledge, skills, and judgment expected by employers and needed to thrive as engaged citizens and lifelong learners.

The Centre for Teaching and Learning (CTL) is proud to present this updated Teaching and Learning Plan as a companion to the 2026–2030 Academic Plan. It reflects extensive consultation with faculty, students, staff, and administrators, and honours the insights and aspirations they shared. The plan is both a guide and an invitation: a guide to the supports, frameworks, and initiatives that will support faculty growth in their practice, and an invitation to work together in shaping learning experiences that are exemplary, inclusive, and transformative, centring on what matters most – creating learning environments in which every student has a meaningful opportunity to succeed.

SUCCESS MATTERS

Amanda Maknyik

Dean, Teaching, Learning & Academic Quality
Centre for Teaching & Learning (CTL)







GOAL 1

WE WILL DESIGN RELEVANT AND ENGAGING PROGRAMS AND EXPERIENCES THAT CONNECT LEARNING TO COMMUNITIES, INDUSTRIES, AND EMERGING PROFESSIONAL PRACTICES.

DC faculty build and sustain robust networks with colleagues, industry partners, and community organizations that enrich our programs and the learning experiences we offer. These interprofessional relationships ensure our programs are future-focused and connected to industry, create opportunities for experiential learning, and support authentic projects where students engage with real world questions and develop durable and transferrable skills.

OBJECTIVES:

- 1.1** | Structure program development and review to enhance experiential learning opportunities, strengthen program advisory committee (PAC) engagement, and leverage industry partners to inform curriculum and create meaningful learning opportunities.
- 1.2** | Provide practical guidance and exemplars for designing course activities that draw on real world challenges from community and industry partners.
- 1.3** | Celebrate and share examples of partnership-based learning experiences to highlight the impact of external relationships on enhancing programs and student learning.
- 1.4** | Design resources, structure strategic reflection in program review, and offer curricular recommendations to support retention initiatives and strategies in collaboration with institutional partners and program teams.

GOAL 2

WE WILL CHAMPION AND ADVANCE EXEMPLARY TEACHING THROUGH REFLECTION, COLLABORATION, AND PROFESSIONAL LEARNING.

DC faculty members advance a culture of exemplary teaching and learning by engaging in ongoing professional growth, reflective practice, and collaboration with colleagues. Faculty draw on evidence-informed approaches to design inclusive, engaging learning experiences. Through tailored professional learning, direct support, and communities of practice, we enhance faculty confidence in exploring new ideas, sharing what works, and refining their practice in ways that benefit all students.

OBJECTIVES:

- 2.1** | Develop accessible, just-in-time, discipline-focused strategies and resources that model concrete instructional practices and active learning strategies.
- 2.2** | Create adaptable resources and highlight exemplars to support inclusive, meaningful, and authentic assessment design.
- 2.3** | Integrate teaching and learning evidence, reflection, and analyses into curriculum review, quality assurance processes, and program renewal to continuously enhance practices and promote student persistence and success.
- 2.4** | Celebrate advancement, success, and innovation in teaching and learning through focused initiatives and meaningful recognition that highlights effective, inclusive, and evidence informed practice.







GOAL 3

WE WILL ENHANCE DIGITAL FLUENCY TO EMPOWER FACULTY AND STUDENTS IN NAVIGATING AN INTERCONNECTED, AI-ENABLED WORLD WITH CONFIDENCE, CRITICAL THINKING, AND A STRONG COMMITMENT TO ETHICAL USE.

DC faculty support students in becoming confident, ethical users of digital tools to meaningfully engage in diverse, interconnected communities. Faculty continue to build their own digital fluency and awareness of how technology and artificial intelligence (AI) shape learning, work and global interconnectivity, using these tools to deepen engagement, support collaboration, and enhance creative and critical thinking. By strengthening digital teaching and learning practices, graduates develop the durable skills and discernment they need to adapt to the ever-changing workforce.

OBJECTIVES:

3.1

Deliver professional development, resources, and collaborative opportunities that support faculty in using digital tools and AI thoughtfully to enhance access, creativity, engagement, and critical inquiry.

3.2

Equip faculty with the essential knowledge, tools, and skills to design and deliver engaging, inclusive, and high-quality digital-by-design online learning experiences that build digital competencies and AI literacy.



GOAL 4

WE WILL NURTURE A SCHOLARLY APPROACH TO TEACHING AND LEARNING THAT PLACES STUDENT SUCCESS AT THE CENTRE OF INQUIRY AND INNOVATION.

Faculty at DC are reflective practitioners who use inquiry and evidence to guide their teaching. Our Scholarship of Teaching and Learning (SoTL) framework supports pedagogical innovations and interventions grounded in research on learning, inclusion, and student success. By making SoTL accessible, we encourage faculty to thoughtfully consider their instructional practice, test new approaches, and use what they learn to strengthen student outcomes in their courses and programs.

OBJECTIVES:

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- 4.1** | Curate and share concise, regular SoTL digests that highlight recent research and show how new findings can be applied in DC classrooms.

 - 4.2** | Facilitate accessible communities of practice and informal gatherings where faculty can discuss teaching challenges, share innovations, and learn from one another.

 - 4.3** | Partner with Applied Research to provide guidance on SoTL projects, including research design, research ethics, and access to mentorship.

 - 4.4** | Offer targeted support and templates to help faculty apply for SoTL funding, share findings broadly, and highlight the impact of projects on student learning and engagement.



DURHAM COLLEGE



GOAL 5

WE WILL DEEPEN OUR SHARED COMMITMENT TO RECONCILIATION IN EDUCATION BY HARMONIZING INDIGENOUS PERSPECTIVES INTO TEACHING PRACTICES, PROGRAMS, AND CURRICULUM IN WAYS THAT ARE MEANINGFUL, RELATIONAL, AND ONGOING.

DC faculty and students engage with Indigenous knowledge and resources to deepen understanding of diverse histories, worldviews, and approaches to learning. Programs continue to grow in their capacity to respectfully embed Indigenous content, approaches, and perspectives in curriculum, assessment, and experiential learning. By approaching this work as a sustained journey in all aspects of education rather than a single initiative, we will support learning environments where Indigenous ways of knowing are recognized, valued, and reflected in how we teach, learn, and work together.

OBJECTIVES:

- 5.1** | Draw upon the Braiding Learning framework to deepen faculty understanding of Indigenous knowledge and ways of knowing, and to guide integration in course and program design.
- 5.2** | Create opportunities for faculty and students to learn in relationship with Indigenous partners and knowledge keepers through guest visits, co-developed learning activities, and community connected experiences.
- 5.3** | Support programs to review and enhance curriculum, assessments, and experiential learning so that Indigenous content, perspectives, and approaches are embedded in respectful, discipline appropriate ways.
- 5.4** | Share examples of courses and programs that meaningfully reflect Indigenous ways of knowing to inspire, guide, and normalize this work across the college.

