FRAMEWORKS FOR LIFELONG LEARNING:

Designing Professional Development for Continuing Studies Instructors

WanQi (Belinda) Jin
30 May 2025

SFU

CAUCE
Canadian Association for
University Continuing Education

500 GRANVILLE

SIMON FRASER UNIVERSITY
SEGAL GRADUATE SCHOOL OF BUSINESS

Simon Fraser University respectfully acknowledges the unceded traditional territories including, the Sḵwx̱wú7mesh Úxwumixw (Squamish), səlilwətaɬ (Tsleil-Waututh) and xʷməθkʷəy̓əm (Musqueam) Nations, on which SFU Vancouver is located.

CAUCE
Canadian Association for
University Continuing Education

OBJECTIVES

- Explore four instructional frameworks: Community of Inquiry (CoI), Technology, Pedagogy, and Content Knowledge (TPACK), Community of Practice (CoP), and Universal Design for Learning (UDL).

- Examine how these frameworks can guide the design of professional development (PD) for Continuing Education (CE) instructors.

- Discover practical strategies for integrating these frameworks into PD to improve teaching practices and support CE instructors across online and hybrid environments.

- Share practical strategies and identify opportunities to better align PD with the real-world needs of CE instructors.

CAUCE
Canadian Association for
University Continuing Education

Poll

Does your institution provide targeted PD for CE instructors focused on online/hybrid teaching?

CONTEXT & RATIONALE

- Rapid shift to online and hybrid education in Canadian post-secondary institutions

  (Canadian Digital Learning Research Association, 2023)

- CE instructors often have subject expertise but limited pedagogical and technological training for diverse, online learners

  (Bao, 2020; Cutri et al., 2020; Kayaduman, 2022; Wynants & Denis, 2018; Roy & Boboc, 2016)

- Urgent need for CE professional development (PD) to address unique challenges in online/hybrid CE environments

  (Brinkley-Etzkorn, 2018)

CAUCE
Canadian Association for
University Continuing Education

WHY FRAMEWORKS MATTER

- ## Clarity, structure, and consistency
  (Borghouts et al., 2023; Elizabeth, 2022; Learning focused, 2019; Wang & Zhang, 2023)

- ## Guidance for growth and reflection
  (Elizabeth , 2022; Leary et al., 2020; Ontario College of Teachers, 2016; Simon & Campbell, 2012; Wang & Stein, 2021; Wang & Zhang, 2023)

- ## Alignment with standards and best practices
  (Fishman et al., 2022; Gormley, 2014; Professional Development Framework for Educators, 2018; Simon & Campbell, 2012)

- ## Facilitation of collaboration and community
  (Abakah, 2023; Darling-Hammond et al., 2017; Day, 1999; Learning focused, 2019; Gormley, 2014; Jacobsen et al., 2021; Ontario College of Teachers, 2016; Park & Kim, 2020; Yoon et al., 2020)

- ## Flexibility and personalization
  (Harper et al., 2024; Wynants & Dennis, 2018)

- ## Focus on impact and outcomes
  (Abakah, 2023; Fishman et al., 2022; Harper et al., 2024; Xie & Correia, 2024)

CAUCE
Canadian Association for
University Continuing Education

"The most important factor affecting student learning is the teacher. More can be done to improve education by improving the effectiveness of teachers than by any other single factor."

- Sanders, W.L., & Rivers, J. C. (1996).

Poll

Describe in one or two words what CE instructors need most from PD

COMMUNITY OF INQUIRY

- Developed by Garrison, Anderson, and Archer (2001)
- Three core elements:
  - ✓ Social Presence
  - ✓ Cognitive Presence
  - ✓ Teaching Presence
- Creating effective online learning environments

CAUCE
Canadian Association for
University Continuing Education

Source: https://www.thecommunityofinquiry.org/framework
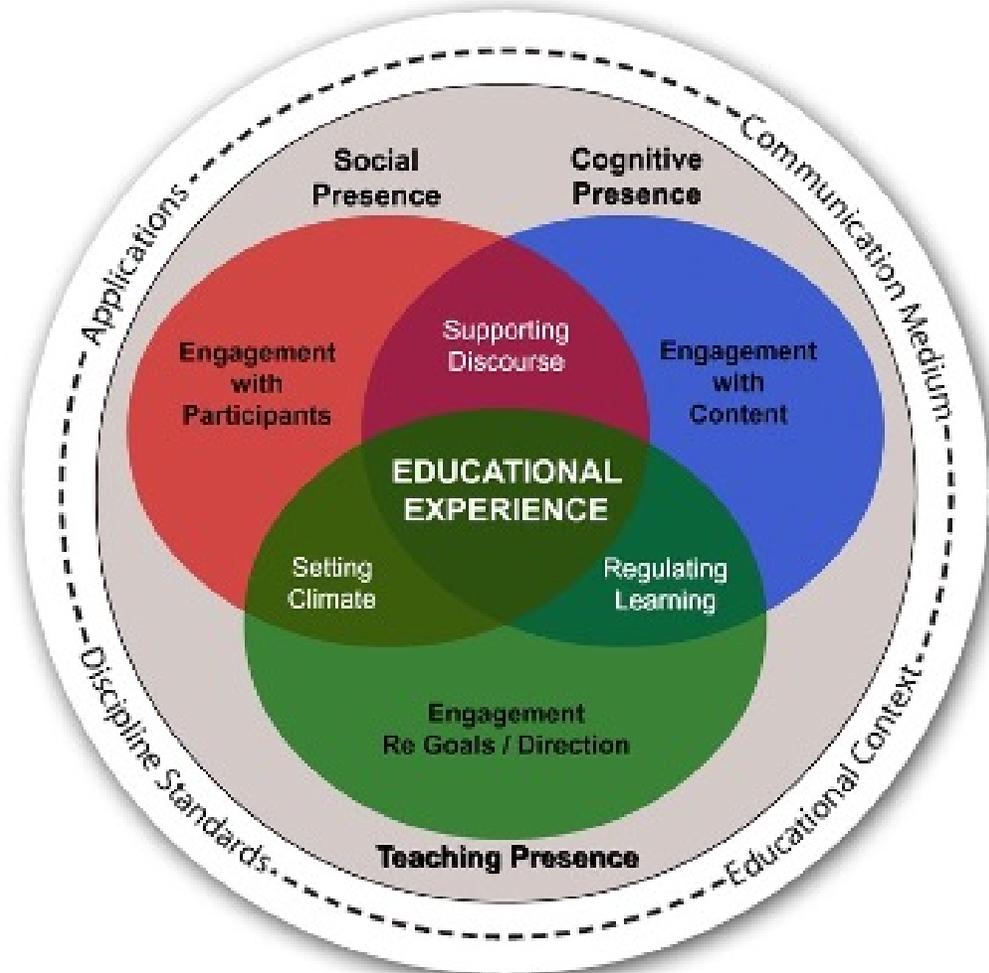
TECHNOLOGY, PEDAGOGY, AND CONTENT KNOWLEDGE

- Built by Mishra and Koehler (2008)

- Three core areas:
  - ✓ Content Knowledge (CK)
  - ✓ Pedagogical Knowledge (PK)
  - ✓ Technological Knowledge (TK)

- An educational model that describes how technology, pedagogy, and content intersect to support effective teaching with technology

Source: http://tpack.org
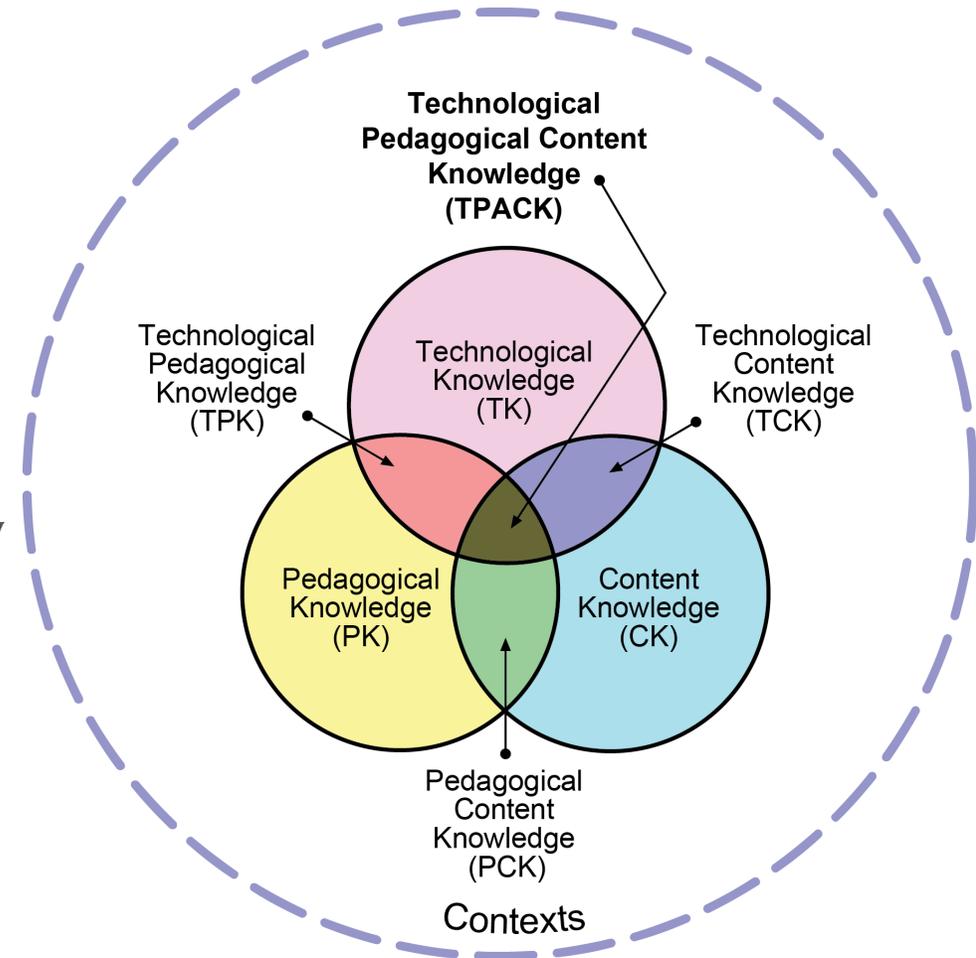
COMMUNITY OF PRACTICE

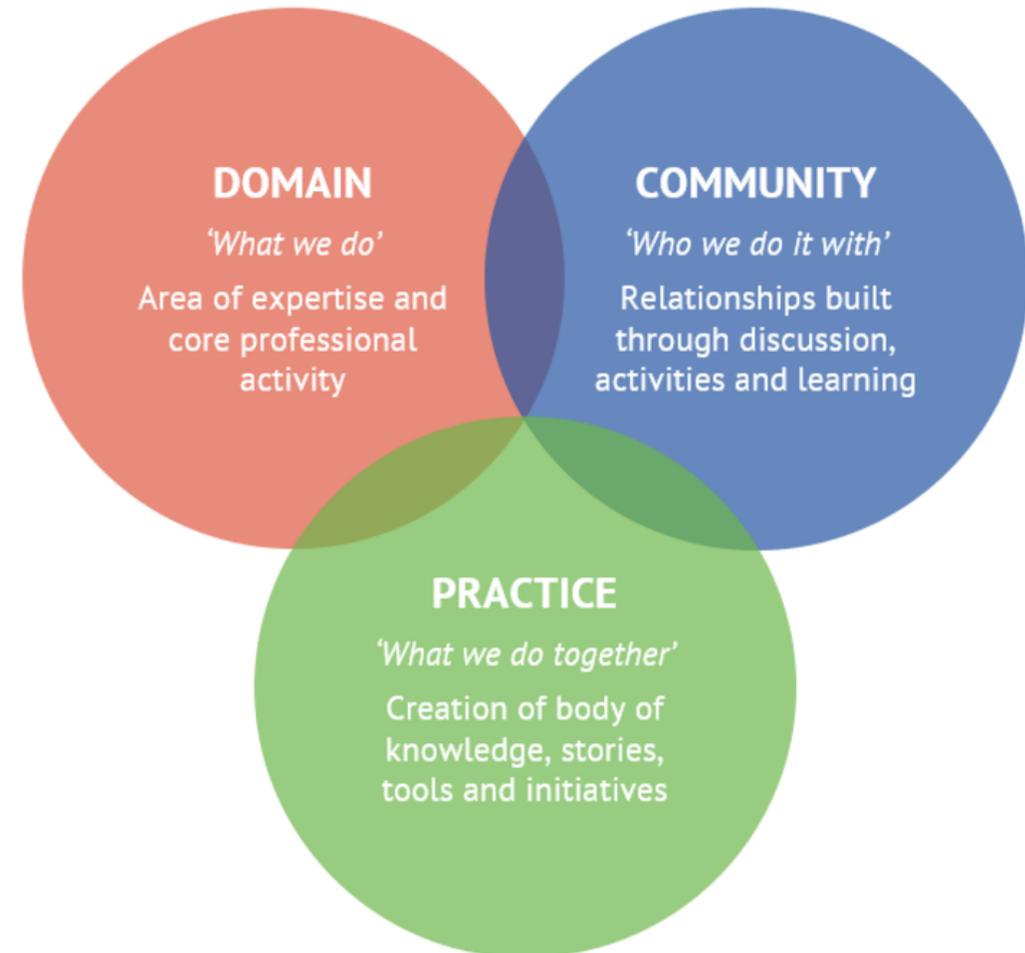- Used by Wenger and Lave (1991)
- Three key parts:
  - ✓ The domain
  - ✓ The community
  - ✓ The practice
- Creation of new knowledge that advances an area of professional practice, as well as the development of a close community whose members frequently interact

DOMAIN
'What we do'
Area of expertise and core professional activity

COMMUNITY
'Who we do it with'
Relationships built through discussion, activities and learning

PRACTICE
'What we do together'
Creation of body of knowledge, stories, tools and initiatives

CAUCE
Canadian Association for University Continuing Education

Source: https://pod.admin.ox.ac.uk/communities-of-practice

UNIVERSAL DESIGN FOR LEARNING

- Defined Rose (1990)
- Three main principles:
  - ✓ Engagement
  - ✓ Representation
  - ✓ Action & Expression
- A set of principles that provides teachers with a structure to develop instructions to meet the diverse needs of all learners

Design Multiple Means of Engagement

Access

Design Options for
Welcoming Interests & Identities (7)
- Optimize choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Nurture joy and play (7.3)
- Address biases, threats, and distractions (7.4)

Support

Design Options for
Sustaining Effort & Persistence (8)
- Clarify the meaning and purpose of goals (8.1)
- Optimize challenge and support (8.2)
- Foster collaboration, interdependence, and collective learning (8.3)
- Foster belonging and community (8.4)
- Offer action-oriented feedback (8.5)

Executive Function

Design Options for
Emotional Capacity (9)
- Recognize expectations, beliefs, and motivations (9.1)
- Develop awareness of self and others (9.2)
- Promote individual and collective reflection (9.3)
- Cultivate empathy and restorative practices (9.4)

Design Multiple Means of Representation

Design Options for
Perception (1)
- Support opportunities to customize the display of information (1.1)
- Support multiple ways to perceive information (1.2)
- Represent a diversity of perspectives and identities in authentic ways (1.3)

Design Options for
Language & Symbols (2)
- Clarify vocabulary, symbols, and language structures (2.1)
- Support decoding of text, mathematical notation, and symbols (2.2)
- Cultivate understanding and respect across languages and dialects (2.3)
- Address biases in the use of language and symbols (2.4)
- Illustrate through multiple media (2.5)

Design Options for
Building Knowledge (3)
- Connect prior knowledge to new learning (3.1)
- Highlight and explore patterns, critical features, big ideas, and relationships (3.2)
- Cultivate multiple ways of knowing and making meaning (3.3)
- Maximize transfer and generalization (3.4)

Design Multiple Means of Action & Expression

Design Options for
Interaction (4)
- Vary and honor the methods for response, navigation, and movement (4.1)
- Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)

Design Options for
Expression & Communication (5)
- Use multiple media for communication (5.1)
- Use multiple tools for construction, composition, and creativity (5.2)
- Build fluencies with graduated support for practice and performance (5.3)
- Address biases related to modes of expression and communication (5.4)

Design Options for
Strategy Development (6)
- Set meaningful goals (6.1)
- Anticipate and plan for challenges (6.2)
- Organize information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)
- Challenge exclusionary practices (6.5)

CAST | Until learning has no limits®

udlguidelines.cast.org © CAST, Inc. 2024
Suggested Citation: CAST (2024). Universal Design for Learning Guidelines version 3.0 [graphic organizer]. Lynnfield, MA: Author.

CAUCE
Canadian Association for University Continuing Education

Source: https://udlguidelines.cast.org/static/udlg3-graphicorganizer-digital-numbers-a11y.pdf

FRAMEWORKS

	COI	TPACK	COP	UDL
Focus	Teaching, social, and cognitive presence	Integration of technology, pedagogy, and content knowledge	Building collaborative instructor networks	Inclusive, accessible, and adaptable learning design
Strategies	Enhance meaningful instructor-student interactions in synchronous/ asynchronous spaces Foster collaborative learning environments	Equip instructors to effectively use digital tools Design engaging, relevant learning experiences	Facilitate shared learning, mentorship, and professional identity development Encourage reflective practice and knowledge sharing	Prepare instructors to meet diverse learner needs Promote flexibility in teaching methods and assessments

CAUCE
Canadian Association for
University Continuing Education

ACTIVITY: FRAMEWORKS IN ACTION

ACTIVITY INSTRUCTION

Step 1: Decide on a peer/group

➤ Each group will focus on one framework: CoI, TPACK, CoP, and UDL

Step 2: Review case study

➤ As a group, discuss guiding questions

Step 3: Prepare to share

➤ One person from each group summarizes key takeaways

CAUCE
Canadian Association for
University Continuing Education

Case Study: Building Better Professional Development Together

(OpenAI, 2025)

CAUCE
Canadian Association for
University Continuing Education
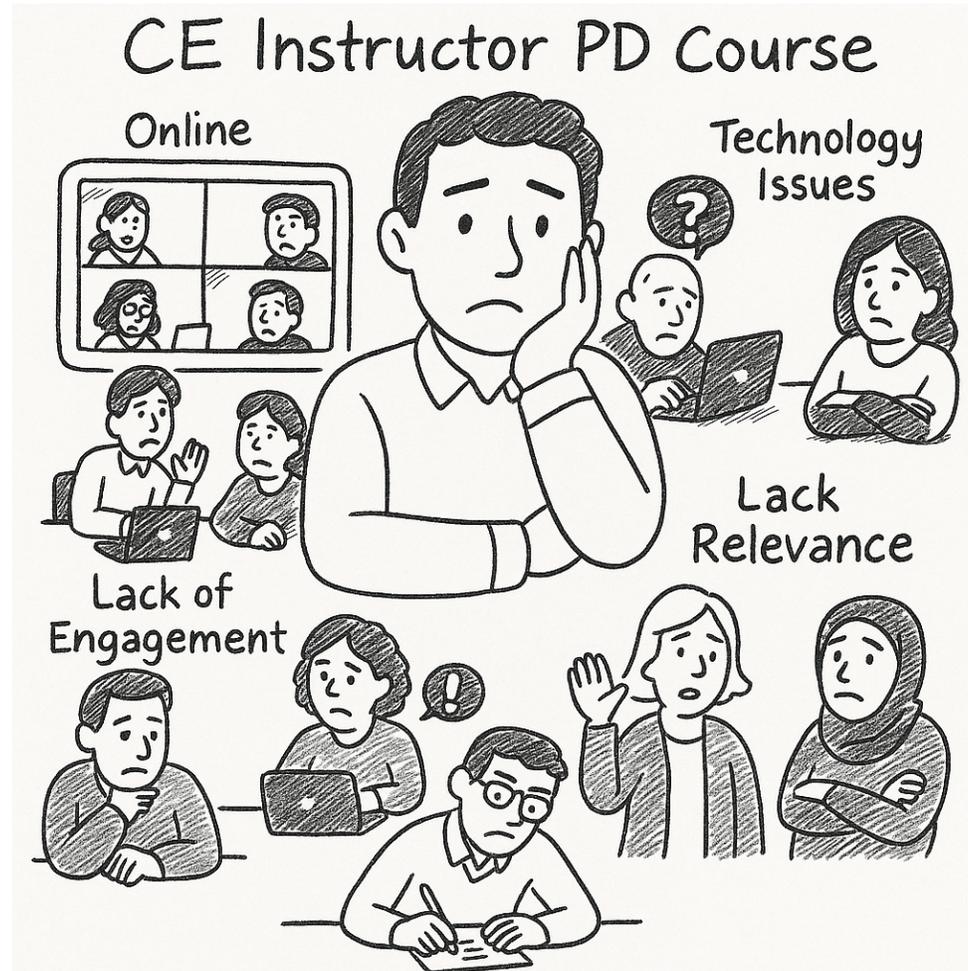
Case Study: Building Better Professional Development Together

Simon works at a university that just launched a new professional development (PD) course for instructors in the Continuing Education (CE) department. The course is designed to help instructors strengthen their teaching strategies for adult learners and is offered in a hybrid format—partly online and partly in-person.

At first, everyone was hopeful. The program was meant to bring instructors together, help them grow their skills, and adapt to the changing world of online and hybrid education. But soon, a few problems started to show up.

Some instructors weren't participating much in discussions or activities. Whether online or in-person, the same few people spoke up while others stayed quiet. Even in group work, some just sat back, unsure of how to contribute. The course didn't feel engaging for many.

There was also trouble with technology. A few instructors felt overwhelmed by the digital tools used in the course. Some struggled to log in, while others weren't sure how to use certain apps during lessons. This made them feel frustrated and less confident, which led to even less participation.

Another challenge was the lack of collaboration. Many CE instructors worked on their own and weren't used to sharing ideas or resources. In this course, that didn't change—people stuck to their usual routines and rarely reached out to one another. As a result, it felt like everyone was learning alone, not as a team.

Lastly, some instructors felt that the course didn't reflect their experiences or needs. The materials and activities seemed to be designed with only one type of learner in mind. Those with different teaching backgrounds, accessibility needs, or cultural experiences sometimes felt left out or unsupported.

Now, Simon and his team are wondering: How can they redesign the PD course to be more engaging, collaborative, and inclusive for all instructors?

(OpenAI, 2025)

Guiding Questions

- What are the main challenges in this case study?

- How can your assigned framework address these challenges?

- What challenges do you foresee in implementation?

- Do you have any other recommendations that Simon could use to increase engagement?

Takeaways

- Instructional frameworks like **CoI**, **TPACK**, **CoP**, and **UDL** offer powerful tools to design inclusive and effective professional development for CE instructors.

- Well-designed PD should reflect the same principles of engagement, collaboration, and accessibility that we expect instructors to bring into their own classrooms.

- PD for CE instructors is most impactful when it is **targeted**, **flexible**, and **reflective,** recognizing instructors' diverse backgrounds, teaching contexts, and technological comfort levels.

- Embedding these frameworks into PD can foster stronger communities of practice, encourage ongoing learning, and help CE instructors thrive in evolving teaching environments.

TAKEAWAY COMMITMENT

What's one key insight or strategy you're taking away?

Which framework or approach will you explore or implement?

Why might it work in your context?

CAUCE
Canadian Association for
University Continuing Education
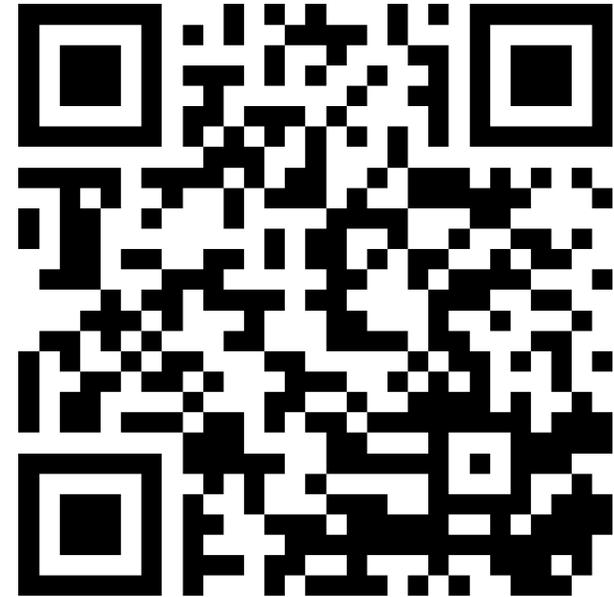
QUESTIONS?

CONTACT

WanQi (Belinda) Jin
Learning Technology Specialist
Simon Fraser University Lifelong Learning
wanqij@sfu.ca

REFERENCES