

Avenue Program Standards for Technology-Enhanced Language Learning

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LAND ACKNOWLEDGEMENT

New Language Solutions is based in Ottawa, Ontario. We acknowledge that our head office is on the traditional, unceded territory of the Algonquin Anishnaabeg People. Beyond Ottawa, we have staff working in locations across Canada. New Language Solutions is grateful to have the opportunity to work as a guest in communities and territories across the country, and we honour the stewardship of the many Indigenous peoples who have resided on these lands since time immemorial.

We make our acknowledgement as a sign of respect for all Indigenous Peoples of Turtle Island, past and present. We accept the true impact of the past and the pain suffered by generations of Indigenous Peoples.

As an agency that works to support the integration of newcomers into Canadian society and cultures, we resolve to support activities that are inclusive of Indigenous Peoples. We will make our best efforts to address a history of injustice to First Nations, Métis, and Inuit peoples.

We encourage our frontline staff and clients to discover whose traditional territories they live on and pause to reflect on the hospitality shown to us as guests in these territories.

AVENUE PROGRAM STANDARDS FOR TECHNOLOGY-ENHANCED LANGUAGE LEARNING

The Avenue Program Standards for Technology-Enhanced Language Learning (TELL) are designed to help those in decision-making roles in a language program. They provide guidance to administrators, here defined to include both immediate and upper-level decision-makers such as funders, directors, deans, and school boards. Program administrators can use the can-do statements to determine how closely aligned their program is with the standards. The standards can also serve as a justification for requests for funding to meet the standards. This document presents the guiding philosophy and the five program standards, each of which has a set of performance indicators (PIs) and detailed sub-indicators to provide clearer descriptions of what the standard entails. The sub-indicators have a text that explains them and suggestions for reflecting on how each standard applies in one's own program. A set of can-do statements is included after each performance indicator. Programs can use the can-do statements to determine how fully they meet the standards, then plan ways to address any weaknesses. One vignette (so far) is included to demonstrate how some of the standards and PIs were met in an actual situation.

Guiding Philosophy

The Avenue Program Standards for TELL serve as a roadmap on the path to recognizing and enhancing the capacity of instructors, staff, and administrators as leaders and change agents with technology. A program is best served when stakeholders are well-informed, planning ahead, and working together with a common goal of improving outcomes for learners.

- Be collaborative
- Be proactive
- Be aware

Standard 1 is about collaboration.

Programs have both a central philosophy and appropriate administrative structures to support collaboration in all areas involving technology and language teaching and learning.

- PI 1.1** Administrators, staff, and instructors work collaboratively to set program standards and expectations for and to make decisions about use of technology for teaching. Learners should be involved wherever feasible.
- Administrators, staff, and instructors collaborate in setting and revising program standards and other practices that pertain to effective use of technology.
When stakeholders work together on issues related to technology and pedagogy, including decisions about funding and policy, they create better policies and processes for dealing with effective use of technology and changing needs. Programs should have a systematic, ongoing process for such collaboration.
 - Learners are informed of program standards and practices and are given opportunities to provide feedback, possibly anonymous, as decisions are made.
Learners have a direct interest in the ways a program uses technology. Their perspectives should help direct decision-makers. Learners may feel more comfortable making critical comments if anonymous, but programs are well-served by recognizing and encouraging learners who can provide helpful feedback.

- c. Staff, instructors and learners get timely notice about technology related program directives such as funding approval, equipment and infrastructure renewal.
Best use of technology comes when people have time for training and reflection.
Advance notice also gives technology users time to suggest improvements and accept changes.
- d. Staff, instructors and learners are consulted on instructional technology needs before purchasing decisions are made.
Users of the technology have an important perspective on what they need in order to do their best work. Having an opportunity to comment on decisions that will affect them encourages buy-in and effective use of classroom technology.
- e. Upper administrators seek and consider input from local administrators and instructors on technology-related decisions.
Surprise directives rarely go well. Those at all levels, including upper administrators, should take concerns and suggestions of those who will be doing the implementation into account for best results in terms of acceptance and effective use.

Reflection: Who sets program standards and processes in your program? How are all stakeholders, including learners, involved? How much do upper administrators take the concerns of implementers and users into account when setting technology policies?

Self-assessment

- The program has established ways that allow administrators at all levels, staff, and instructors to collaborate on instruction-related technology decisions.
- The program has established ways that allow learners, where applicable, to collaborate on instruction-related technology decisions.
- The program provides timely notice about technology-related program directives to staff, instructors, and learners.

(See Appendix for full self-assessment.)

- PI 1.2** Administrators, staff, instructors, and learners work together to implement effective technology adoption and use in the program.
- a. Administrators, staff, instructors, and learners collaborate to encourage appropriate and effective ongoing technology implementation and use.
Technology changes constantly. A team effort is the most productive way to ensure that technology changes are implemented effectively, with buy-in from users. Bottom-up and top-down efforts are essential to making change widely accepted and as smooth as possible. Programs should have a systematic, ongoing process for broad collaboration.
 - b. Learners are given opportunities to provide feedback, including anonymously, on how effectively technology is being implemented to meet their needs.
Adult learners bring their own perspectives to the technology used in learning language, whether in their classrooms or at home. Decisions will be better accepted and more easily implemented when learners feel they have had a say in them.
 - c. Administrators see themselves as change agents in effective technology use, working with instructors and learners to enhance outcomes.

Implementing change as needed is part of leadership. For change to be institutionalized, it must be more than top-down. Administrators should look for and encourage instructors and learners who disseminate changes, building skill and willingness to change in others.

Reflection: What are the roles of administrators, staff, and instructors in enabling change? How are learners encouraged to provide feedback?

- Administrators, staff, instructors, and learners collaborate to encourage appropriate and effective ongoing technology implementation and use.
- Learners can give feedback as needed about whether technology is helping them achieve their goals.
- The program supports administrators to act as change agents on an ongoing basis in enabling effective technology use.

PI 1.3 Administrators, staff, and instructors work collaboratively to design systems for monitoring and evaluating technology use in the program, and learner feedback helps refine the systems.

- a. Administrators have a transparent process in place for receiving and incorporating feedback from staff, instructors, and learners.
A clear and established system for ongoing feedback from staff, instructors, and learners enables effective communication. Small changes can create large improvements when appropriately and regularly implemented.
- b. Staff and instructors are informed about new and revised monitoring and evaluating systems for technology use and given the opportunity to comment before these are implemented.
Planning ahead and incorporating feedback from users results in better buy-in and monitoring and evaluation systems that accurately measure the effectiveness of technology use in the program.
- c. Suggestions from staff, instructors and learners about monitoring and evaluation systems are sought out and thoughtfully considered on an ongoing basis.
Collaborative efforts help ensure that a variety of perspectives are considered when designing and refining systems for monitoring and evaluation of technology use. Using both bottom-up and top-down communication makes monitoring and evaluation more thorough and revisions more likely to be accepted.

Reflection: What does monitoring and evaluation of technology use look like in your program? Who is involved? How effective is it? How do you know?

- The program has a transparent process in place for receiving and incorporating feedback about technology use from staff, instructors, and learners.
- The program encourages staff, instructor, and learner feedback about monitoring and evaluation systems for technology use, especially before final decisions are made.

- PI 1.4** Administrators and staff participate in professional networks that help with technology implementation and evaluation.
- a. Administrators participate in technology-related professional development opportunities such as conferences, trainings, and consultations.
Those at every level of decision-making benefit from ongoing professional development to stay abreast of the rapidly-changing technology environment.
 - b. Administrators and staff are encouraged to join and participate in professional networks locally, regionally, and nationally.
With the pace of change in technology, no one person has all the answers. Networking gives many more perspectives and useful suggestions from others who are going through or have gone through the same processes.
 - c. Staff can participate in technology-related professional development and training programs they are compensated for, such as with release time.
While free information and training are available online, programs should consider professional development that is the best fit for staff needs and compensate those who participate. Compensation for professional development also signals that the program values continuous learning and improvement at all levels.
 - d. Wherever possible, programs should subsidize required training and training designed to meet specific program needs to have the broadest reach and impact.
New policies and new technologies such as AI can have a large impact on instructors, staff, and learners. Programs should subsidize required training and training designed to meet specific program needs, whenever possible to have the broadest reach and impact. An outside consultant may be able to encourage changes that in-house trainers cannot.
 - e. Administrators and staff share insights from professional development.
Administrators and staff can both benefit from ongoing learning and sharing their insights from professional development and their networks. Having and sharing different perspectives is helpful when making program-related decisions.

Reflection: What does your professional network look like? What kind of professional development do administrators and staff engage in? How are staff involved in professional networks?

- The program supports administrators and staff to participate in technology-related professional development and professional networks.
- The program compensates staff who participate in technology-related professional development, perhaps through released time.
- The program subsidizes required training designed to meet specific technology-related program needs.

Standard 2 is about infrastructure.

Programs acquire, maintain, and keep current the technology devices, systems, and applications necessary to fulfill their educational missions.

- PI 2.1** The overall technology infrastructure is robust, supported, and regularly upgraded.
- a. The program has qualified system administrators, either in-house or contracted, who are on call to resolve infrastructure problems that may arise.
It is important for the program to have one or more system administrators who are not only technically competent but who have some understanding of the role of technology in the language teaching and learning process. They should have expertise with the devices and applications that are central to the successful running of the organization. The program staff, instructors, and learners need ready access to their technical expertise, as close to 24/7 as possible, to maintain both efficiency and morale.
 - b. The system at all levels is upgraded as needed to ensure network security and improve user experience.
Infrastructure needs consistent attention and maintenance. Regular security upgrades are essential. Thoughtful attention to providing smooth teacher, staff, and learner experience with the system means that changes are made at appropriate times and with user input. Courses that are online or HyFlex (with both face-to-face and online learners at the same time) have the equipment and bandwidth to create an equitable experience for both in-class and remote learners.
 - c. All program devices are equipped with appropriate security for protecting personal learner data.
Security is critical, and a security breach that exposes user data can become a huge problem for an organization. Program devices should be checked regularly for security compliance, and individuals using their own devices should be provided the necessary support to keep them secure.

Reflection: How often is the infrastructure upgraded, and how often is security assessed and enhanced? How quickly can users get technology help?

- The program has qualified system administrators who troubleshoot problems and update the system and applications as needed.
- The program has appropriate security on devices to protect learner data and provides training in its effective security practices.

- PI 2.2** The program has an effective learning management system (LMS).
- a. The program has a learning management system (LMS) for instructor and learner resources and for tracking learner progress.
The LMS is a user-friendly resource for instructors and learners, available 24/7 if possible. Instructors have access to a variety of classroom supports, and there may be a portfolio option accessible to learners and instructors. The LMS allows learners to make choices and to progress through material at their own pace, wherever that is appropriate.

- b. Instructional materials in the LMS are designed to be level-appropriate, user-friendly, and accessible to all learners.
 Universal design for learning emphasizes the need to plan ahead rather than trying to retrofit instruction to meet individual learner needs. This is especially true for accessibility to meet any learner or instructor special needs.
- c. Instructions and training for use of the LMS and other program technologies are available in multiple languages and formats: text, audio, and video
 All users should have multiple ways to access information about using the LMS. This should be available 24/7 if possible.

Reflection: How readily available is the LMS? How accessible is the LMS to users of all language proficiency levels, including those who require accommodation for special needs?

- The program has a user-friendly learning management system (LMS) like Avenue for storing program resources and tracking learner progress.
- The LMS has level-appropriate, user-friendly, accessible instructional material.
- All LMS users have access to level-appropriate, user-friendly, accessible instructions and training in use of the LMS.

PI 2.3 The program has an effective administrative record-keeping system.

- a. Administrators and relevant staff can see and track enrollment data, employment information, and financial information.
 Trends in enrollment data over time can help predict enrollment and staffing needs.
 Employment and financial information keep the program on a stable, legal footing.
- b. Administrators and relevant staff have regular training in the system, especially when new elements are added.
 A high-quality administrative record-keeping system does regular updates. Even those familiar with the system may need additional training to be fully competent with all of the features available.
- c. Program data is secure, backed up, and shared effectively and appropriately.
 Programs must be aware of the risks to data from hackers and technical glitches. Antivirus and other protective software is essential, as are routine backups, either locally or in the cloud. When files are shared, it should be clear which version is current so that work is not duplicated unnecessarily. There must be a process to ensure that files, especially those with employment and student data, are shared only with those who should see them.

Reflection: How well do administrators use the record-keeping system? How often do updates and training take place? How secure is the data?

- Program administrators and relevant staff can use the record-keeping system to track enrollment data, employment information, and financial information.
- The program has an effective administrative record-keeping system where data is kept secure and shared appropriately.
- Administrators and relevant staff have regular training in the administrative record-keeping system.

PI 2.4 The program has robust Internet access for administrators, staff, instructors, and learners.

- a. Administrators, staff, instructors, and learners have Internet access as close to 24/7 as possible.
Today's language education is dependent on access to a wide range of resources, including multimedia. Administration, instruction, and learning are not as effective when access to resources is uncertain or unpredictable. The program may need to find ways to supply equipment and Internet hotspots if these are not generally available to instructors and learners.
- b. Program resources, including those for instructors and learners, are available as much as possible on mobile devices as well as tablets, laptops, and desktop computers.
While detailed spreadsheets are best viewed on a large screen, mobile devices are much more widely available. Those with limited income are more likely to have a smartphone than a laptop or desktop computer. Most people carry a smartphone with them everywhere, which means that anytime, anywhere access will be via a mobile device.

Reflection: How accessible are Internet-based program resources to administrators, staff, instructors, and learners? What types of resources are not available on mobile devices?

- The program provides robust Internet access to administrators, staff, instructors, and learners.
- Program resources for administrators, staff, instructors, and learners are available as much as possible on a range of devices, including mobile devices.

PI 2.5 Risk management

- a. The program has contingency plans in place to deal with unexpected circumstances, such as closure of in-person instruction and a move to online service provision.
This may be a large-scale shift, as with the COVID pandemic, or more weather- and natural disaster-related emergencies may cause changes in the mode of instruction. Plans should be in place to make a quick pivot, and administrators, instructors, staff, and learners are aware of the plans.
- b. There is a clear chain of command for dealing with technology-related emergencies, and administrators, staff, instructors, and learners are aware of the plan and contact information.
Everyone needs to know the relevant people to contact. Emergencies may relate to a large-scale network shutdown, serious data breach, sexual harassment online, or other urgent technical or legal issue. When action needs to be taken quickly, information should be at hand.
- c. Administrators, staff, and instructors are aware of risks potentially posed by artificial intelligence (AI).
A regular system of updates can help everyone stay aware of the ways the landscape of education is changing due to AI. Areas of concern include assessment, privacy, security of learner data, and accuracy. (See PI 5.2.c)

Reflection: What contingency plans are in place now? In case of emergency, would administrators, staff, instructors, and learners know what to do and who to contact? What kind of AI policies are in place or planned?

- The program has contingency plans in place to deal with unexpected circumstances, such as a move to remote instruction.
- Administrators, staff, instructors, and learners know what to do in case of technology-related emergencies, including data breaches and sexual harassment online.
- Administrators, staff, and instructors are regularly updated about risks as well as benefits posed by artificial intelligence (AI).

Standard 3 is about preparing instructors to use technology effectively.

Programs offer resources and professional development that will allow instructors to meet and exceed clearly-defined expectations.

PI 3.1 The program has clearly-defined expectations for instructors.

- a. Instructors are expected to have a basic level of technology competence, either when hired or through PD offerings after hiring.

Technology competence is an essential skill for instructors. Programs should determine the minimum level of competence required, set that as an expectation for hiring if possible, and ensure that current and future instructors have the training they need to meet expectations. The Avenue Instructor Standards for TELL offer benchmarks for programs to use.
- b. Instructors are reminded regularly about ways to keep their devices, their learners, and themselves safe online.

Online threats and misbehavior can offer serious risks to a program. Instructors should know what to do to avoid risks and how to proceed in case of a technology issue and share that information with their learners.
- c. Instructors teaching in a HyFlex setting, with both online and face-to-face learners at the same time, should have the training needed to be successful in this setting.

Reflection: How does the program ensure that instructors remain up-to-date with technology? How well are instructors and learners prepared to deal with technology-related issues and risks?

- The program has clearly-defined technology-related expectations for instructors, such as the Avenue Instructor Standards for TELL.
- The program provides technology training to instructors as needed to make them successful in online and blended teaching.
- Instructors are regularly trained and reminded about ways to keep their devices, their learners, and themselves safe online.

PI 3.2 A range of relevant technology resources are available to instructors.

- a. Instructors have access to a range of technology and digital tools at home and work.

Programs should consider when and where instructors prepare and teach, and tech support should be available when and where instructors need it. Instructors who cannot access the platform or other system resources need multiple ways to

contact tech support. Instructors may have lost Internet access, so they need a way to telephone or text for support. They may be working late at night or early in the morning, and tech support in some form should be available to them. Programs should consider making technology infrastructure and media resources available to instructors at home if needed. Instructors expected to teach face-to-face and online learners simultaneously (HyFlex) need the technology to make that possible (multiple cameras and screens, for example).

- b. Instructors have regular PD at no cost to them to enhance their competence with the technology they and their learners need.

The quick shift to fully online instruction highlighted the importance of having instructors prepared for change. In addition to expectations about differentiation, scaffolding, and flipped learning, instructors need to have ongoing PD to be prepared for ways to use rapidly-evolving technologies such as generative AI (ChatGPT) appropriately in the classroom. Ongoing PD helps to ensure that instructors are best able to meet program outcomes.
- c. Instructors have access to internal and external communities of practice to support them in their effective use of technology and digital material in teaching.

Communities of practice are a good source of information about emerging technologies. A community of practice is a helpful part of PD, but it does not substitute for more formal PD offerings.
- d. Instructors get the resources they need to meet or exceed the Avenue Instructor Standards for TELL.

The Avenue Instructor Standards for TELL are a roadmap for competence with technology for language teaching. Programs should make resources available to instructors that will allow them to meet or exceed the Instructor Standards.
- e. Instructors are encouraged to keep abreast of changes in technology, including artificial intelligence (AI) tools and risks in the classroom.

Programs are best served when instructors are using current technology resources appropriately. AI offers both benefits and risks, and programs should plan ways for instructors to know how to use these resources safely and well. Instructors and learners may already be using AI tools outside the classroom, such as automated assistants on websites, and should be aware of what they are using.
(See PI 2.5.c and PI 5.2.c)

Reflection: How easily can instructors access resources to stay current with technology? How are instructors encouraged to participate in ongoing PD?

- The program ensures that instructors have access to relevant digital technology tools at home and at work.
- The program provides instructors with the resources and training they need to meet or exceed the Avenue Instructor Standards for TELL.
- The program encourages instructors to participate in internal and external communities of practice to support them in their effective use of technology and digital material in teaching.
- The program encourages instructors to stay abreast of changes in technology, including AI.

- PI 3.3** Programs recognize and where possible provide compensation to encourage ongoing technology expertise.
- a. Instructors are acknowledged and if possible rewarded for improving their competence with technology.
Instructors are busy, constantly deciding how to spend their time. They need to believe that spending time on technology-related PD is viewed as valuable by the program. That which is recognized and rewarded is encouraged.
 - b. Instructors who regularly teach others about technology are compensated for this work. Instructors are generally more willing to apply what they have learned from other instructors, especially ones within their own program, than from a consultant brought in from elsewhere. Mentoring and teacher training work is valuable to the program and should be compensated.

Reflection: How are instructors encouraged to participate in ongoing PD? What compensation is offered to instructors who serve as technology mentors or leaders in the program?

- The program acknowledges and, where possible, rewards instructors for improving their competence with technology.
- The program compensates instructors who regularly teach others about technology.

Standard 4 is about what learners need to use technology effectively.

Programs provide necessary infrastructure, training, and technical support for learners to use technology to achieve their goals.

- PI 4.1** Learners have access to resources they need.
- a. Learners have access to the technology they need in order to make use of program resources, including class materials and ways to contact instructors outside of class.
Program administrators need to know what resources learners need and take responsibility for providing access to them. The pandemic showed many gaps in resources, and it demonstrated the learning losses that ensued when learners could not access instructors and material. While administrators should not expect learners to have constant access to instructors, programs can set realistic expectations for response times.
 - b. Learners have Internet access or workarounds that allow them to participate in classes effectively.
Individual teachers can provide some support to learners, but the program should listen to learners and instructors about the support learners need for full participation, including Internet access or some other way to take part in classes.
 - c. Learners have access to tech support when they need it.
Learners who cannot access the platform or other system resources need multiple ways to contact tech support. Learners may have lost Internet access, so they need a way to telephone or text for support. Working adults may be studying late at night or early in the morning, and tech support in some form should be available to them.

*Reflection: How well can all learners access needed resources, including the platform and instructors?
How does the program determine whether learner needs are met or not?*

- The program ensures that learners have access to the technology they need to make use of program resources, including class materials, ways to contact instructors outside of class, and technical support.
- The program ensures that learners have access to the Internet or workarounds to participate in classes effectively.

PI 4.2 The program uses the Avenue Learner Standards for TELL and helps learners meet them.

- a. Administrators, instructors, and relevant staff are knowledgeable about the Learner Standards.
- b. Administrators, instructors, and relevant staff strive to provide the resources and pathways for learners to meet them.

Reflection: How do administrators know whether learners meet the Avenue Learner Standards for TELL? What can the program do to encourage learners to meet or exceed the Learner Standards?

- Administrators, instructors, and relevant staff are familiar with the Avenue Learner Standards for TELL.
- The program enables learners to meet or exceed the Avenue Learner Standards for TELL.

Standard 5 is about digital literacy for administrators and staff.

Programs ensure that administrators and staff have the digital literacy needed to be competent users of technology, and that administrators are supported in becoming leaders and change agents with technology.

PI 5.1 Program administrators and staff are competent users of technology.

- a. Program administrators and staff have at least a basic level of digital literacy like that expected of instructors.
Administrators and relevant staff are familiar with the basics of the operating system and the applications that they use on a daily basis (MS Office, for example). They meet the advanced level of Skills for Success (<https://alis.alberta.ca/inspire-and-motivate/the-9-skills-for-success/skills-for-success-digital/>).
- b. Administrators and relevant staff are familiar with Avenue and other digital technology used regularly by instructors and learners.
Administrators and relevant staff should be competent users of their learning management system (Avenue) and funding and reporting portals, as well as familiar with commonly-used classroom resources such as Tutela, Ellii, and other online educational sites. This knowledge will help them understand issues with technology used in the classroom and make better decisions about it.
- c. Administrators and relevant staff are competent users of administrative record-keeping tools related to their jobs.

- Administrators and relevant staff should be able to use the record-keeping software needed in their jobs effectively and to perform basic troubleshooting.
- d. All users of program technology are updated regularly about ways to keep their devices and themselves safe online.
The program should have policies related to technology security and safety and provide regular training and reminders. Administrators with access to sensitive learner and employee data must be especially cautious.

Reflection: How well do administrators and staff understand commonly-used classroom technology? What policies are in place related to technology security and safety? How does the program assess compliance with security and safety?

- Program administrators and relevant staff are digitally literate and familiar with Avenue and other digital technology used regularly by instructors and learners.
- Program administrators and relevant staff are competent users of the administrative record-keeping tools for their jobs.
- The program updates all users of program technology about ways to keep themselves and their devices safe online.

PI 5.2 Programs must be prepared for the ways that artificial intelligence (AI) is changing the way education operates at all levels.

- a. AI has the potential to improve automation of routine administrative tasks and to expand learner services with chatbots and similar AI agents.
Some elements of data collection and learner services can be performed by AI agents; programs should stay aware of advances and be selective about AI use.
- b. Programs should carefully consider how to enact policies related to AI, using instructor and learner input and staying abreast of changes.
AI is rapidly developing. It can create lesson plans, dialogues, and other instructional material. It can help with brainstorming and correct first drafts. AI can also do many out-of-class assignments that involve research. Many digital tools are now incorporating AI. Users should be aware of the ways that AI is already part of the technology they are currently using. Instructors, learners, and administrators should work together to set policies, being aware of how education applications overlap with personal and social uses of AI. Some policy suggestions can be found in [Guide on the use of Generative AI - Canada.ca](#).
- c. Programs must consider the risks posed by AI in terms of privacy, honesty, and accuracy.
AI tools have been accused of vacuuming up user data without permission to build their data sets. Tools can also be used to create “deep fakes” - false audio, images, and videos of people. Generative AI will always provide a response, whether or not it is accurate. These are all concerns that could affect a program’s legal liability.

Reflection: How might your program use AI tools? What policies are in place now regarding AI?

- The program collaboratively sets policies related to the use of AI by instructors, learners, administrators, and staff and keeps the policies and users regularly updated.
- The program carefully considers the risks and benefits of the ways that administrators, staff, instructors, and learners use AI.

APPENDIX

AVENUE PROGRAM STANDARDS FOR TELL SELF-ASSESSMENT

Standard 1: Programs have both a central philosophy and appropriate administrative structures to support collaboration in all areas involving technology and language teaching and learning.

PI 1.1 Administrators, staff, and instructors work collaboratively to set program standards and expectations for and to make decisions about use of technology for teaching. Learners should be involved wherever feasible.

	Fully meets or exceeds	Making progress	Does not meet
The program has established ways that allow administrators at all levels, staff, and instructors to collaborate on instruction-related technology decisions.			
Explain:			
The program has established ways that allow learners, where applicable, to collaborate on instruction-related technology decisions.			
Explain:			
The program provides timely notice about technology-related program directives to staff, instructors, and learners.			
Explain:			

PI 1.2 Administrators, staff, instructors, and learners work together to implement effective technology adoption and use in the program.

	Fully meets or exceeds	Making progress	Does not meet
Administrators, staff, instructors, and learners collaborate to encourage appropriate and effective ongoing technology implementation and use			
Explain:			
Learners can give feedback as needed about whether technology is helping them achieve their goals.			
Explain:			
The program supports administrators to act as change agents on an ongoing basis in enabling effective technology use.			
Explain:			

PI 1.3 Administrators, staff, instructors, and learners work together to implement effective technology adoption and use in the program.

	Fully meets or exceeds	Making progress	Does not meet
The program has a transparent process in place for receiving and incorporating feedback about technology use from staff, instructors, and learners.			
Explain:			
The program encourages staff, instructor, and learner feedback about monitoring and evaluation systems for technology use, especially before final decisions are made.			
Explain:			

PI 1.4 Administrators and staff participate in professional networks that help with technology implementation and evaluation.

	Fully meets or exceeds	Making progress	Does not meet
The program supports administrators and staff to participate in technology-related professional development and professional networks.			
Explain:			
The program compensates staff who participate in technology-related professional development, perhaps through released time.			
Explain:			
The program subsidizes required training designed to meet specific technology-related program needs.			
Explain:			

Standard 2: Programs acquire, maintain, and keep current the technology devices, systems, and applications necessary to fulfill their educational missions.

PI 2.1 The overall technology infrastructure is robust, supported, and regularly upgraded.

	Fully meets or exceeds	Making progress	Does not meet
The program has qualified system administrators who troubleshoot problems and update the system and applications as needed.			
Explain:			

The program has appropriate security on devices to protect learner data and provides training in its effective security practice.			
Explain:			

PI 2.2 The program has an effective learning management system (LMS).

	Fully meets or exceeds	Making progress	Does not meet
The program has a user-friendly learning management system (LMS) like Avenue for storing program resources and tracking learner progress.			
Explain:			
The LMS has level-appropriate, user-friendly, accessible instructional material.			
Explain:			
All LMS users have access to level-appropriate, user-friendly, accessible instructions and training in use of the LMS.			
Explain:			

PI 2.3 The program has an effective administrative record-keeping system.

	Fully meets or exceeds	Making progress	Does not meet
Program administrators and relevant staff can use the record-keeping system to track enrollment data, employment information, and financial information..			
Explain:			

The program has an effective administrative record-keeping system where data is kept secure and shared appropriately.			
Explain:			
Administrators and relevant staff have regular training in the administrative record-keeping system.			
Explain:			

PI 2.4 The program has robust Internet access for administrators, staff, instructors, and learners.

	Fully meets or exceeds	Making progress	Does not meet
The program provides robust Internet access to administrators, staff, instructors, and learners.			
Explain:			
Program resources for administrators, staff, instructors, and learners are available as much as possible on a range of devices, including mobile devices.			
Explain:			

PI 2.5 Risk management

	Fully meets or exceeds	Making progress	Does not meet
The program has contingency plans in place to deal with unexpected circumstances, such as a move to remote instruction.			
Explain:			

Administrators, staff, instructors, and learners know what to do in case of technology-related emergencies, including data breaches and sexual harassment online.			
Administrators, staff, and instructors are regularly updated about risks as well as benefits posed by artificial intelligence (AI).			
Explain:			

Standard 3: Programs offer resources and professional development that will allow instructors to meet and exceed clearly-defined expectations.

PI 3.1 The program has clearly-defined expectations for instructors.

	Fully meets or exceeds	Making progress	Does not meet
The program has clearly-defined technology-related expectations for instructors, such as the Avenue Instructor Standards for TELL.			
Explain:			
The program provides technology training to instructors as needed to make them successful in online and blended teaching.			
Explain:			
Instructors are regularly trained and reminded about ways to keep their devices, their learners, and themselves safe online.			
Explain:			

PI 3.2 A range of relevant technology resources are available to instructors.

	Fully meets or exceeds	Making progress	Does not meet
The program ensures that instructors have access to relevant digital technology tools at home and at work.			
Explain:			
The program provides instructors with the resources and training they need to meet or exceed the Avenue Instructor Standards for TELL.			
Explain:			
The program encourages instructors to participate in internal and external communities of practice to support them in their effective use of technology and digital material in teaching.			
Explain:			
The program encourages instructors to stay abreast of changes in technology, including AI.			
Explain:			

PI 3.3 Programs recognize and where possible provide compensation to encourage ongoing technology expertise.

	Fully meets or exceeds	Making progress	Does not meet
The program acknowledges and, where possible, rewards instructors for improving their competence with technology.			
Explain:			

The program compensates instructors who regularly teach others about technology.			
Explain:			

Standard 4: Programs provide necessary infrastructure, training, and technical support for learners to use technology to achieve their goals.

PI 4.1 Learners have access to resources they need.

	Fully meets or exceeds	Making progress	Does not meet
The program ensures that learners have access to the technology they need to make use of program resources, including class materials, ways to contact instructors outside of class, and technical support.			
Explain:			
The program ensures that learners have access to the Internet or workarounds to participate in classes effectively.			
Explain:			

PI 4.2 The program works to help learners meet the Avenue Learner Standards for TELL. Administrators, instructors, and relevant staff are knowledgeable about the Learner Standards and strive to provide the resources and pathways for learners to meet them.

	Fully meets or exceeds	Making progress	Does not meet
Administrators, instructors, and relevant staff are familiar with the Avenue Learner Standards for TELL.			
Explain:			

The program enables learners to meet or exceed the Avenue Learner Standards for TELL.			
Explain:			

Standard 5: Programs ensure that administrators and staff have the digital literacy needed to be competent users of technology, and that administrators are supported in becoming leaders and change agents with technology.

PI 5.1 Program administrators and staff are competent users of technology.

	Fully meets or exceeds	Making progress	Does not meet
Program administrators and relevant staff are digitally literate and familiar with Avenue and other digital technology used regularly by instructors and learners.			
Explain:			
Program administrators and relevant staff are competent users of the administrative record-keeping tools for their jobs.			
Explain:			
The program updates all users of program technology about ways to keep themselves and their devices safe online.			
Explain:			

PI 5.2 Programs must be prepared for the ways that artificial intelligence (AI) is changing the way education operates at all levels.

	Fully meets or exceeds	Making progress	Does not meet
The program carefully considers the risks and benefits of the ways that administrators, staff, instructors, and learners use AI.			
Explain:			
The program collaboratively sets policies related to the use of AI by instructors, learners, administrators, and staff and keeps the policies and users regularly updated.			
Explain:			

