

THE FUTURE

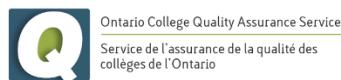
EDUCATING FOR



Educating for the Future:
Learning Outcomes and
Experiential Learning
Symposium 2018



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Day 1: Thursday, October 11, 2018

7:30 am – 8:30 am: Breakfast & Registration, Churchill Courtyard

8:30 am – 8:45 am: Welcome: **ALICE PITT**, Chair of the Program Planning Committee and Vice Provost Academic, York University

Room: Churchill Ballroom

8:45 am – 9:00 am: Travel

Sessions: 9:00 am – 10:00 am

Networking Space

Room: Scott A

Session 11: Experiential Learning in Policing and Other Large Enrolment Programs

Presenters: **DEE MORRISSEY**, Centre for Academic Excellence, and **BILL HIBBERT**, Police Foundations, School of Public Safety, Fanshawe College

Chair: **KAREN MENARD**, Assistant Vice-President, Institutional Analysis & Research, University of Guelph

Room: Scott B

Description: Maximizing experiential learning and ensuring authentic assessment for every student is a priority for all educators. Faculty teaching in Fanshawe College's Police Foundations program recognized the need for a better approach to experiential learning and student assessment for their students, an approach that would truly allow all students to "reliably demonstrate" the program learning outcomes. This popular diploma program is offered at 20 Ontario colleges and attracts students eager for a career in law enforcement. High enrolment presents a very real challenge to faculty tasked with collecting "evidence" of learning. To meet the challenge, Fanshawe's faculty team introduced a course wholly dedicated to culminating skills assessment in the final semester of the program where students apply learned theory in practical scenarios. In this interactive session, presenters will explain how financial, logistical and scheduling constraints were overcome through commitment, collaboration, and creativity. Session participants will complete some of the same experiential learning activities that prepare students for scenario-based authentic assessments. Participants will leave with a course outline, course plan, scenario template, and grading rubric -- and the skills and confidence to collect evidence of learning in their own large-enrolment programs.

Session 55: The Anatomy of the Empowered Educator

Presenters: **VALERIE LOPES**, Seneca College and **DAVID PORTER**, eCampusOntario

Chair: **SANDY HOWE**, Associate Director, Experiential Education, Brock University

Room: Wren

Description: We believe that equipping educators for success in today's learning environments takes more than deep subject knowledge. We are engaged in a design-based research (DBR) initiative to examine the efficacy of a self-directed professional learning framework that weaves together six attributes of empowered educators proposed by Bates (2016).

Ontario Extend is a capacity-building initiative that is grounded in the belief that the impact of learning should be the primary motivator for creating technology-enabled and online learning experiences. The program aims to empower educators to explore a range of emerging technologies and pedagogical practices for effective face-to-face, online and technology-enabled teaching and learning.

Extend explores the skills, knowledge, and attributes required to extend and transform our teaching and learning practices and to enrich our professional development. Grounded in experiential learning, the resources provide the basis for more deliberate course design and digital pedagogical practices. Each Extend module is activity-oriented and outcomes-based. Successful completion of the activities that demonstrate achievement of the outcomes of each of the modules are recognized with digital badges.

Approximately 100 Ontario educators have participated in three iterations of the program across the province. We will present preliminary research findings from the first iteration of the project and design specifications for the 2018-19 iteration.

Combined Sessions 24 and 58

(This 60-minute **combined session** includes two sequential presentations that are based on a similar presentation topic. Each will have 30 minutes to present and answer questions.)

Combined Session 24: Learning Outcome Assessment of Entrepreneurial-WIL

Presenters: **ALON EISENSTEIN**, Impact Centre, University of Toronto and **BRENDAN WYLIE-TOAL**, GreenHouse, St. Paul's University College, University of Waterloo

Chair: **LACE MARIE BROGDEN**, Dean, Faculty of Education, Laurentian University

Room: Carlyle A

Description: Experiential entrepreneurship training programs have proliferated in post-secondary institutions across Canada. Such initiatives aim to encourage a culture of entrepreneurship on campus and equip young entrepreneurs with the skills for success. Throughout their journey from idea to market, entrepreneurs must constantly rely on higher-order cognitive skills, such as critical thinking and problem solving, as well as social skills, such as communication and teamwork. Entrepreneurs develop these skills gradually through successive practical experiences rather than theoretical discussions.

Considering that a large fraction of student-led startups will fail in the marketplace, success metrics for entrepreneurial educational programs in postsecondary institutions must move beyond economic measures (e.g. number of startups created) and focus instead on personal growth and learning of the individual participants in such programs. However, authentic

assessment for experiential entrepreneurial educational programs is yet to encompass those higher-order cognitive and transferrable “soft” skills.

To that end, the Impact Centre at the University of Toronto and the GreenHouse at the University of Waterloo lunched assessment projects to establish measures for Critical Thinking and Problem Solving skills, respectively. Our interactive session will highlight the importance and practical challenges of assessing learning outcomes in the context of Entrepreneurial Work Integrated Learning.

Combined Session 58: *Using Reflection to Assess Learning Outcomes*

Presenters: **ERIN KELLY**, Professional Development Program and **JASON GROVE**, Department of Chemical Engineering, University of Waterloo

Chair: **LACE MARIE BROGDEN**, Dean, Faculty of Education, Laurentian University

Room: Carlyle A

Description: We will introduce attendees to a pilot project that aims both to help us better assess learning outcomes and to improve students’ skills articulation through reflective practice. All Waterloo co-op students take online professional development (PD) courses to help them develop their professional skills. Delivering these courses during work terms enables students to make real-time connections between course concepts and the workplace. In this pilot project, a reflective work-term report has been embedded in the course for a group of chemical engineering students. The reflective report is intended to: i) solidify their learning through structured reflection, ii) help them to articulate their skills, for example, in their resume and future job interviews, and iii) help them plan their ongoing skills development needs. In addition to this overview, we will share our approach to designing the report and rubric, which have been aligned with the experience record template for professional licensure. We will discuss why this approach is valuable for skills articulation and career advancement and share the results of quantitative and qualitative end-of-course survey data. We will share next steps: how we will use this information for program improvement and assessing whether program-level learning outcomes are being met.

Networking Space

Room: Carlyle B

Session 48: *Experiencing Quality: Quality Assurance in Experiential Learning*

Presenters: **CHRIS SINCLAIR** and **CONNIE WINDER**, Office of Academic Excellence, George Brown College

Chair: **KRISTINE DAWSON**, Director, Co-operative Education, Career Services and Work-Integrated Learning, Conestoga College

Room: Stevenson

Description: This workshop engages participants in a critical examination of quality assurance criteria linked to the wide variety of experiential learning (EL) experiences provided by Ontario colleges. Portions of the discussion will be framed by the presenters' learnings over the past year as participants in the development of a college-wide quality assurance framework for experiential learning. In addition to various field-based learning, EL experiences include (but are not limited to) labs, shops, studio and performance based learning, clinical simulations, and capstone and applied research projects aimed at the development and refinement of vocationally specific, complex skills.

Documenting current practice is a vital initial step to ensuring access to high quality EL that provides students with sector-specific skills and competencies. Our internal research—conducted at the course level—indicates the existence of a wide array of hands-on, sector-specific experiences offered to students in programs across institutions. This diversity of experience, while impressive, provides a real challenge to the establishment of meaningful quality assurance criteria and evidence-based best practices to support effective pedagogy. How does one develop an institution-wide QA framework that honours the richness of unique, diverse, sector-specific experiences? What gets counted in an experiential learning catalogue? What criteria and standards must apply to all catalogued experiences?

Session 51: Aligning Evidence with Outcomes: Conestoga's Student Work Repository

Presenters: **SACHA BURROWS** and **TRISH WEIGEL-GREEN**, Academic Administration and Library Services, Conestoga College Institute of Technology and Advanced Learning; **JAMES BROWN**, Postsecondary Education Quality Assessment Board, PEQAB Secretariat

Chair: **IAN ORCHARD**, Senior Director Academic, Ontario Universities Council on Quality Assurance

Room: Seymour

Description: This session will explore the process of collecting evidence to illustrate effective program learning outcomes and alignment to standards for professional accrediting and quality assurance bodies. Specifically, the session will provide an overview of an innovative approach taken for the process of collecting student work for quality assurance review.

Participants will discuss challenges regarding the collection and presentation of effective samples of student work. Conestoga's centralized on-line repository for collecting, gathering, and showcasing evidence for quality assurance reviewers will be demonstrated. The ways institutions will benefit from using similar electronic systems, as identified by the Postsecondary Education Quality Assessment Board, will also be discussed. Finally, there will be an opportunity for attendees to share best practices.

Roundtables: 45, 46 and 64

(This 60-minute **concurrent roundtable session** will have three 20-minute roundtable discussions (which may be on similar or different topics). Delegates will move to the next table after each 20-minute session.)

Roundtable 45: Co-Curricular Transcripts: Using Experiential Learning as Evidence

Presenter: HEATHER RAIKOU, Academic Quality, Georgian College

Chair: ANNE-MARIE FANNON, Director, Professional Development Program, University of Waterloo

Room: Rosetti A

Description: This presentation describes research that establishes the feasibility of using Co-Curricular Record (CCR) as evidence of meeting quality assurance standards and benchmarks, focusing on the College Quality Assurance Audit Process (CQAAP). The CCR is a record of the experiential learning that students obtain through participation in co-curricular activities, and provides students with a transcript which can be used as evidence of learning outside of a traditional, classroom environment. This learning includes the non-vocational, soft skills employers demand of graduates, which the college sector refers to as Essential Employability Skills (EES). These EES are required elements of every college certificate, diploma and advanced diploma program, as mandated by the Ministry of Training, Colleges and Universities (MTCU). The CQAAP Standards and Benchmarks require colleges to provide evidence that students have opportunities to learn these skills during their program. This study establishes the connection between the CCR and the EES, providing colleges with another source of evidence in their quality assurance processes.

Roundtable 46: Central Supports for EL and LOs – Reflections on the Journey

Presenters: JENNIFER KOPCZINSKI, Centre for Pedagogical Innovation and STACIA HEATON, Co-op, Career and Experiential Education, Brock University

Chair: ANNE-MARIE FANNON, Director, Professional Development Program, University of Waterloo

Room: Rosetti A

Description: Brock University is committed to supporting growth in experiential learning. With funding provided from the province's Career Ready Fund, Brock has created two central positions that support the work being done at an institutional, faculty, and program level in refining and developing learning outcomes related to experiential learning (EL). Through a collaborative process, the Curriculum Specialist and Skills Translation Coordinator encourage the development of program-specific learning outcomes EL initiatives along with supporting students' understanding and articulation of their own learning outcomes, skills, and competencies.

The Curriculum Specialist will share her experiences working with faculties to identify opportunities for EL course innovations, as well as developing resources that support faculty members in designing EL activities using learner-centred pedagogy and aligning these with program learning outcomes and degree-level expectations. The Skills Translation Coordinator will share her experiences developing a competencies framework and common language at the program-level to support educators and students in mapping and articulating competencies developed using a career-focused lens.

Following an overview of the initial phases of the roles, participants will be invited to discuss processes and models being used at their institutions for supporting learning outcome development and competency framework mapping for EL.

Roundtable 64: *Developing a Toolkit for the Design, Delivery and Assessment of Experiential Learning*

Presenters: **JENNIFER MARTIN, NATASHA HANNON, MARY WILSON, and DANA WETHERELL**, Centre for Academic Excellence, Niagara College

Chair: **ANNE-MARIE FANNON**, Director, Professional Development Program, University of Waterloo

Room: Rosetti A

Description: This session will highlight the cross-institutional development of a Toolkit for the Design, Delivery and Assessment of Experiential Learning (EL). Developed collaboratively by Niagara College, Brock University, and Georgian College, this suite of 16 discrete, comprehensive, open-access modules will assist postsecondary educators and their community partners in developing a critically informed understanding of various experiential learning models and a practical understanding of how to plan, assess and sustain EL opportunities. Authors will discuss the ways in which the toolkit can inform the development of outcomes appropriate to EL and assist stakeholders in supporting students in achieving these outcomes. Designed for flexibility, the toolkit will enable faculty, post-secondary institutions and community organizations to customize and augment the modules according to their unique needs and will significantly improve the flexible delivery and accessibility of EL-focused professional development across Ontario. With access to comprehensive, current and practically-focused training, these critical stakeholders will individually and collectively be better equipped to conceive of and deliver expanded offerings of effective EL opportunities for all students, including those who may experience EL barriers such Indigenous students and students with disabilities.

Session 35: *Making Sense of the Holistic Student Experience*

Presenters: **JOSEPH BEER and SHIRLEY HALL**, Teaching and Learning, Wilfrid Laurier University

Chair: **LAURIE SCHNARR**, Director, Student Experience, University of Guelph

Room: Rosetti B

Description: Students participate in transformational experiences inside and outside the classroom. Making sense of these experiences and the learning and growth that they afford students is vital in the education of the whole student. At Laurier, the ExpLaur pilot course was created to assist students in developing deep reflective capabilities. Students are able to expand their knowledge of these experiences, of themselves, and of the connections that exist between the experiences they have sought out throughout their educational journey. This learning is fundamental for students to be able to develop the language necessary to communicate their holistic learning, and to communicate the connections between their various

curricular and co-curricular experiences, along with advancing their career, educational, or personal development goals. Students therefore become better prepared for success post-graduation, through building an understanding of the power of reflexivity and metacognition, gaining a deeper appreciation of the skills and competencies that they have acquired. This multi-perspective session will include the voices of students involved in the pilot course study, the professor who taught the course, and the educational developer who supported the course design and associated research. Participants will hear about the ongoing implementation and assessment of this initiative.

Session 110: Experiential Learning: Apprenticeship in Canada

Presenter: [EMILY ARROWSMITH](#), Canadian Apprenticeship Forum

Chair: [TRACY GEDIES](#), Centre for Academic Excellence, Fanshawe College

Room: Rosetti C

Description: This session will provide an overview of apprenticeship training. Attendees will learn about how apprenticeship meets industry needs, employer hiring expectations, changing skill requirements at today's skilled trades workplaces, workplace learning, needed training supports and career mobility in the skilled trades.

Coffee Break: 10:00 am – 10:30 am

Sessions: 10:30 am – 11:00 am

Session 1: Assessing Critical Competencies in Higher Education: The HElghten Approach

Presenter (Symposium Sponsor): [OU LYDIA LIU](#), Academic to Career Research Center, Educational Testing Service (ETS)

Chair: [COLLEEN WILLARD-HOLT](#), Dean, Faculty of Education, Wilfrid Laurier University

Room: Scott A

Sponsored Session: ETS

Session Title: Assessing Critical Competencies in Higher Education: The HElghten Approach
Description: Transferable competencies such as critical thinking and intercultural competency have been identified as critical skills required of college graduates by both higher education and employers. Despite the widely recognized importance, the assessment and research of such skills is limited due to complexity in those innovative constructs and challenges in assessment design. To help address this issue, the Educational Testing Service sponsored a research and assessment initiative, called HElghten that provides assessment for five important learning outcomes: Critical Thinking, Quantitative Literacy, Written Communication, Civic Competency & Engagement, and Intercultural Competency & Diversity.

In this presentation, we will provide an overview to the research-driven approach in assessment design, and discuss the iterative validation process that includes content validity, response process, internal structure, relation to other variables, and test consequences. We will also

discuss important issues in international applications as the Critical Thinking assessment has been used in Canada, China, Russia, Korea, India, Ireland, and Colombia. We will shed light on the translation and adaptation issues and also discuss psychometric issues in establishing an international common scale that allows the comparison for research purpose. In addition, students' test-taking motivation is another aspect that merits attention in low-stakes institutional assessment.

Session 4: WSIB Career Success Program

Presenters: **AMANDA MALKIEWICH**, Experiential Learning, Mohawk College and **SARA-JANE NEID**, Cooperative Education and Career Success, Georgian College, Georgian College

Chair: **JOHN MANNING**, Strategic Policy Unit, Ministry of Training, Colleges and Universities

Room: Scott B

Description: The Career Success Program is a pilot project designed to assist WSIB (Workplace Safety & Insurance Board) sponsored post-secondary students in gaining experiential learning opportunities while completing an academic upgrading or an undergraduate program at either Mohawk or Georgian College. The program was developed in partnership with WSIB and is funded by the Ontario government through the Career Ready Fund initiative.

A Career Success Coach at each institution will develop a customized experiential learning plan for each student that will include at least one co-curricular or curricular experiential learning opportunity prior to the completion of their program. Experiential learning opportunities can include participation in industry or community sponsored research projects, co-op placements, work trials or short term work placements, volunteer work, job shadows, informational interviews, and career mentoring.

WSIB sponsored students include the most vulnerable population (ESL, older individuals, multiple employment barriers, and permanent disabilities). Experiential learning opportunities provide hands-on work experience, aid in the transition back to the workforce, and bridge the gap to employment. Throughout the program, students build confidence, improve self-understanding, clarify career goals, and network with employers in their field of study. Students who complete experiential opportunities receive acknowledgment on their co-curricular record.

Session 47: Uncharted Territory: A Model for Mapping the Co-Curriculum

Presenters: **HEATHER CAMPBELL**, Advanced Learning and Teaching Centre and **JENNIFER FOLEY**, Beryl Ivey Library, Brescia University College

Chair: **DAVID PORTER**, CEO, eCampusOntario

Room: Wren

Description: Learning does not begin or end in the classroom and many of our campus partners, including the library and student affairs, contribute to students' learning in meaningful ways (Suskie, 2015). But capturing shared learning outcomes using traditional measures can be challenging: co-curricular departments offer a range of services and programs, not all of which

contribute to student learning, and there is no standard mechanism or process for co-curricular assessment. Students' co-curricular learning experiences, though, influence their ability to transfer knowledge to novel settings (Cook, 2012; Kolb, 2014). As our investment in high-impact educational practices increases, it will be essential to capture students' entire undergraduate learning experience (Kuh & O'Donnell, 2011).

This session will outline Brescia University College's pilot project of mapping co-curricular initiatives against program- or institution-level learning outcomes. The presenters will review their model and provide a case-study of its application to our campus Library and Student Life Centre's initiatives; we will also discuss how the model is being adapted for experiential learning opportunities. Finally, the presenters will share how we are using co-curriculum maps for reporting on degree-level learning outcomes, beyond quality assurance.

Session 53: Restoring Land and Re-imagining Curriculum: The Pedagogical Potential of an Indigenous Garden

Presenter: JOEL BEAUPRÉ, Teaching and Learning, Conestoga College

Chair: YVETTE MUNRO, Executive Director, Ontario Council on Articulation and Transfer (ONCAT)

Room: Carlyle A

Description: It is understood that the act of decolonizing postsecondary education involves a thoughtful re-calibration of resources, curricula, and pedagogies employed in the classroom. But what about the classroom itself? In our attempt to connect students to Indigenous ways of knowing, being, and doing, should we also consider the physical spaces we use to facilitate learning? At Conestoga College, we are embarking on a project to create a new "living classroom" – an Indigenous garden – to help educators de-colonize teaching practices and inspire new learning opportunities with local Indigenous peoples upon whose traditional territory this garden will be located.

This 30-minute visual presentation will first outline the purpose, plan, and progress of Conestoga's Indigenous garden project; then it will explore this initiative's potential to enhance curricula and pedagogies within our college and community. Examples of specific curriculum outcomes and experiential learning opportunities inspired by this new learning space will be shared, and the benefits of empowering students to "learn from place" (McGregor, 2012) will be discussed.

Session 10: Sounds Good - But Is It Working? Assessing the Learning Outcomes of an Interprofessional Education (IPE) Clinical Teaching Unit

Presenters: JENN SALFI and KERRI PODWINSKI, Nursing, Brock University

Chair: OLIVIA PETRIE, Assistant Vice-President, Student Life, University of Ontario Institute of Technology

Room: Carlyle B

Description: Quite often, IPE experiences are developed and implemented that, in theory, should be successful in developing the knowledge, skills and attitudes required for effective collaborative practices. However, this is difficult to discern due to the paucity of literature on the learning outcomes of long term interprofessional experiential learning experiences.

The purpose of this presentation is two-fold, beginning with a brief overview of an innovative experiential learning opportunity, an IPE Clinical Teaching Unit, which is a partnership between Niagara Health, Niagara College, and Brock and McMaster universities. Grounded by our national collaborative framework (CIHC, 2010) and the six key competencies of interprofessional collaboration, this IPE clinical unit not only affords students the opportunity to gain clinical competence and experiential experiences required for their own professional roles, but also offers many interprofessional opportunities to “learn with, from, and about” other professionals within the unit. The second part of this presentation will present preliminary findings from a study that included a pre/post evaluation to assess for change in how students practice and provide client care (interprofessional approach versus uni-professional approach). Interprofessional collaboration is critical in healthcare to ensure safe, seamless, quality care.

Session 15: More Than Smiles and High Fives: Authentic Assessment in Graduate Teaching Development Programs

Presenters: KIMBERLEY A. GRANT and PATTI DYJUR, Taylor Institute for Teaching and Learning, University of Calgary

Chair: LORRAINE DYKE, Vice-Provost & Associate Vice-President (Academic), Carleton University

Room: Stevenson

Description: While teaching development programs for graduate students are an increasingly common part of the postsecondary educational landscape, the assessment of learning outcomes in these programs is often limited to participant satisfaction and self-reported learning gains. A recent pilot project sought to address this limitation by incorporating authentic tasks and assessment into a series of micro-credentialed badge programs that can be accumulated to earn a university-approved Certificate. Authentic assessment is the broad term for the design and evaluation of activities and products that closely resemble the real world experiential tasks of practitioners in a given field. One of the key aims of this project is to collect more robust evidence—beyond attendance and participation—that participants have met the learning outcomes. In order to receive each badge, graduate student participants must attend a given number of face-to-face or online workshops through the campus teaching and learning centre, then complete an authentic teaching and learning task such as designing and delivering a lesson, outlining a potential SoTL research project, and drafting a teaching dossier. This presentation will discuss the use of authentic assessment in ungraded programs, the strategies used in the project, and present preliminary findings from the pilot study.

Session 101: The Making of a WIL Quality Assessment Toolkit: an Algonquin College Evaluation Research Project

Presenters: MAUD MEDIELL, DAVID ADJO and JESSICA BROWN, Academic Development, Algonquin College

Chair: JULIA COLYAR, Senior Policy Analyst, Council of Ontario Universities

Room: Seymour

Description: To enhance the quality, diversity and quantity of Work-Integrated Learning (WIL) experiences and demonstrate the added value of the experiential learning opportunities at Algonquin College, the institution is conducting an evaluation research project with the goal of creating a WIL Quality Assessment Toolkit.

In order to determine monitoring indicators, which are based on program objectives, processes, inputs and expected outcomes, we will be evaluating three different WIL opportunities offered by Algonquin in full-time programs. This formative evaluation will provide information that will facilitate the improvement of the program components and aspects of its “delivery”: curriculum design, program implementation and program efficiency; as well as the testing of different assessment tools (and indicators).

This presentation will focus on the first of three types of WIL opportunities to be examined, a cooperative education program. We will present the evaluation design and discuss some early results regarding: (1) the extent to which the co-op objectives met the needs of the students and the key stakeholders (faculty and workplaces), and supported the curriculum requirements; (2) the quality of the co-op implementation process; and (3) the degree to which the co-op program achieved its intended outcomes. Finally, we will introduce a first draft of the WIL Quality Assessment Toolkit content.

Session 57: Student Perception of High Impact Practices and Related Learning Outcomes

Presenters: NATASHA COOK, KAREN MENARD, Institutional Analysis and Research, and SOFIE LACHAPELLE, Department of History, University of Guelph

Chair: JENNIFER KIEFFER, Senior Manager, Policy and Enrolment Planning, University of Waterloo

Room: Rosetti A

Description: High Impact Practices (HIPs) require students to engage in hands-on, integrative, collaborative, and often experiential learning environments. These practices have been shown to foster student success through a variety of ways including meaningful engagement, academic achievement, and greater satisfaction. But do students recognize the value of HIPs in helping them achieve expected learning outcomes? In this session, we will share the results of a broad institutional study on student perception and engagement with HIPs, including student perceptions of how their own experience with HIPs aligns with five institutional learning outcomes. Overall, our study shows ways in which student perceptions of HIPs and associated learning outcomes can inform academic units and lead to curriculum improvements.

Session 83: Personal Growth as an Experiential Learning Outcome: Measuring Improvement in Student 'Self-Efficacy' and 'Wisdom'

Presenters: **COLIN FURNESS** and **EMMA FINDLAY-WHITE**, Faculty of Information, University of Toronto

Chair: **ZEV FARBER**, Director, Centre for Emerging Artists & Designers, OCAD University

Room: Rosetti B

Description: Experiential learning outcomes commonly include administrative measures such as student co-op placement rate, stakeholder measures of satisfaction, and academic measures of specific skills and competencies attained. However, there are also crucial intangible traits of an innovation-capable workforce that experiential learning opportunities could and should foster. These include adaptability to change, resilience in the face of uncertainty, autonomous thinking, and creative problem solving. Transformative Learning Theory (TLT) and Social Cognitive Theory (SCT) were used to identify two dimensions of personal growth that may be vital to an innovation-capable workforce: 'self-efficacy' and 'wisdom'. These dimensions can inform how we prepare students for experiential learning, and how students should enact their own learning goals to focus on developing these important traits. In this session we introduce TLT and SCT, we explain the constructs of self-efficacy and wisdom, and we present measurement instruments to gauge improvement from baseline. We will also describe how these are currently being piloted for experiential learning at the University of Toronto's Faculty of Information.

Session 66: Ontario Qualifications Framework: Evolution and Significance

Presenters: **JAMES BROWN**, Postsecondary Education Quality Assessment Board (PEQAB)

Chair: **DANIELLA MALLINICK**, Director, Academic Programs, Planning & Quality Assurance, University of Toronto

Room: Rosetti C

Description: The session will focus on the evolution of the Ontario Qualifications Framework (OQF) and its significance as a common ground, particularly in terms of its qualification-level learning outcome statements, among institutions offering degrees in Ontario. We'll examine the adequacy of these "competency" statements and the relationship to those in the Ontario universities' Undergraduate Degree Level Expectations (UDLEs). We'll conclude with recent related developments, specifically the inclusion of the Indigenous Institutes as "Providers" on the OQF and the adoption of its competencies by the recently formed Indigenous Advanced Education & Skills Council (IAESC) and its quality assurance Board.

Travel: 11:00AM – 11:15AM

Sessions: 11:15 am – 12:15 pm

Combined Sessions 19, 43

(This 60-minute **combined session** includes two sequential presentations that are based on a similar presentation topic. Each will have 30 minutes to present and answer questions.)

Combined Session 19: Addressing Employer and Government Calls for Employability-skilled Graduates: a Transdisciplinary Study Assessing Students' Ability to Identify and Articulate Employability Skills

Presenters: **JILL TOMASSON GOODWIN**, Department of Communication Arts; **JOSLIN GOH**, Statistical Consulting and Collaborative Research Unit; **KATHERINE LITHGOW**, Centre for Teaching Excellence, University of Waterloo

Chair: **MADELYN LAW**, Faculty of Applied Health Sciences, Brock University

Room: Scott A

Description: Although calls for more student experiential learning opportunities have been made from inside and outside the academy, in and of themselves these opportunities are not sufficient if students cannot recognize, value, or articulate the employability skills they develop in a way that employers can understand. This presentation reports on research from a two-year transdisciplinary study whose purpose is to help students identify and articulate skills valued by employers and academics alike, yet rarely rewarded or made explicit.

Our study aim was twofold: to support student understanding and articulation of their own skills; and to test students' employability skills articulation mastery and retention over time.

Specifically, the study design includes such innovations as: learning outcomes to highlight course-embedded employability skills; course-tailored assignments to teach students to articulate the employability skills tied to coursework; a custom-designed interactive assessment rubric to enable instructor and peer feedback; and a reflection template to prompt students to use the employer-standard STAR (situation-task-action-result) formula.

Administered to 4,000 students six months' post-course, the study found that students who were explicitly taught in this manner are more likely to effectively articulate their employability skills, regardless of their year of study and academic program, both co-op and non-co-op.

Session 43: Designing and implementing a personal development project (PDP) to track achievement of institutional learning outcomes using self-assessment and reflection

Presenters: **NICOLE CAMPBELL**, Physiology and Pharmacology, Western University

Chair: **MADELYN LAW**, Associate Professor, Faculty of Applied Health Sciences, Brock University

Room: Scott A

Description: Learning outcomes have been emphasized in education for decades and more recently, universities have established institutional learning outcomes, which students are expected to develop before they graduate. Assessment of learning outcomes is of a great interest in higher education; however, it remains a challenge to adequately measure and track achievement of these outcomes. To address this challenge, a personal learning project (PLP) was designed for fourth-year students in an interdisciplinary medical sciences program at Western University. Students must reflect on their previous years in the program and complete a self-assessment of the institutional learning outcomes at the beginning of their capstone course. After completing and reviewing their self-assessment, students are asked to identify an

outcome to develop for their PLP based on their future goals. The PLP involves reflection, goal-setting, and a final artifact that highlights their learning process, and provides evidence of achievement of the self-identified outcome. The goal of this initiative is to allow students to individualize their learning based on their career goals. It is anticipated that the PLP will emphasize the process of learning and make students more aware of the knowledge, skills, and attitudes that they have acquired during their degree.

Session 8: Experientially Exploring Innovative Experiential Education and Assessment

Presenters: MARY BREUNIG, Recreation and Leisure Studies, Brock University

Chair: PETER SIMPSON, Associate Vice-Provost, Graduate and Postdoctoral Studies, Western University

Room: Scott B

Description: The purpose of this proposed 60 minute interactive session is to experientially engage participants in broadening their understandings of experiential education and to explore various ways to assess and measure curricular “success.” The workshop will employ experiential activity to demonstrate the key concepts. Participants will be introduced to the concept of “primary and secondary experience” (Dewey, 1938) as foundational to experiential education. A distinction will be made between experiential learning as methodology (Kolb’s experiential learning cycle, 1984) as compared to experiential education as purposeful educative practice. Tangible examples of how to incorporate experiential education into classroom learning will be provided. How to develop out-of-classroom experiences will also be considered including: co-op, internships, service learning opportunities, field courses, and community academic partnerships (CAP). Discussion will include the topics of risk management, institutional challenges and support, and the important role of developing communities of practice. Exploration of the above concepts and examples will provide a foundation to the discussion that follows which will focus on developing learning outcomes and aligning those outcomes with meaningful and relevant student assessments. Finally, the workshop will conclude with a facilitated discussion on how to measure overall “success” with these educational endeavours.

Session 69: Defining, Tracking, and Assessing Work-Integrated Learning: A National Perspective

Presenters: ANNE-MARIE FANNON, Professional Development Program, University of Waterloo; CARA KREZEK, Co-op, Career, and Experiential Education, Brock University; and KRISTINE DAWSON, Co-operative Education, Career Services and Work-Integrated Learning, Conestoga College

Chair: JULIAN WEINRIB, Director, Office of the Vice-Provost, Innovations in Undergraduate Education, University of Toronto

Room: Wren

Description: Within the umbrella term experiential education exists a broad range of student learning opportunities with vastly different inputs and outcomes. Before we can begin to assess

these outcomes, we must come to agreement on the attributes associated with various forms of experiential learning. This session will focus on the sub-set of experiential learning known as work-integrated learning and will highlight work being done by Canada's national WIL association, Co-operative Education and Work-Integrated Learning (CEWIL) Canada to define, track and assess outcomes related to various forms of work-integrated learning in Canada. We will share CEWIL's definitions of the nine forms of work-integrated learning. We will also showcase the national co-op statistics database and describe our plans to expand this database for all forms of WIL. Finally, we will discuss CEWIL's advocacy efforts with the federal government and other pan Canadian bodies to ensure that quality standards inform policy and funding decisions.

Session 25: *The CODE Book: A COurse DEvelopment Resource for Faculty and Course Developers*

Presenters: **MELISSA BARNARD** and **TRACY GEDIES**, Centre for Academic Excellence, Fanshawe College

Chair: **SERGE DEMERS**, Interim Vice-President, Academic and Provost, Laurentian University

Room: Carlyle A

Description: Templates, worksheets, exemplars, and step-by-step instructions are just a few of the resources that new and experienced faculty ask for when they are developing or re-developing a course. The CODE Book was designed to be a comprehensive collection of those course development resources organized in a way that supports the alignment of the learning outcomes, teaching and learning activities, and evaluation methods within a course. Guided by the principles of constructive alignment and universal design for learning, the course development process outlined in The CODE Book promotes a learner-centered approach to course design. This interactive session provides participants with an opportunity to explore the resources available in The CODE Book with an emphasis on the resources to support faculty and course developers with writing course learning outcomes and designing authentic assessment tools to assess and measure those outcomes.

Session 98: *The Collaborative Voices of Experiential Learning: An Innovative Approach to EL Courses Offered Off Campus*

Presenters: **ANNA LATHROP**, Learning & Student Success; **SANDY HOWE**, Experiential Education, **COLLEEN WHYTE**, Recreation & Leisure Studies; **TY BOLIBRUCK**, Experiential Education, Department of Recreation and Leisure Studies, Brock University

Chair: **LAURIE SCHNARR**, Director, Student Experience, University of Guelph

Room: Carlyle B

Description: Experiential Learning (EL) that incorporates strong reflective practice and community partnerships can be transformational for students both academically and personally. In an EL course at Brock University, the professor offers an innovative experiential learning opportunity which sees the weekly class time and assigned projects take place in a local senior's residence off campus where inter-generational engagement and story-telling are at the

core of the approach to this curriculum delivery. The university and community partner work together in reciprocity, with student learning outcomes and positive impact on the local residents being the motivation at the root of the course. This 60 minute interactive panel presentation will showcase the voices of EL collaborators who work to make EL happen from a student-centered perspective. The panel includes the Professor, community partner, and an engaged student from the course, as well as an Experiential Education Coordinator and Vice-Provost, Teaching, Learning & Student Success. These roles work synergistically to generate opportunities to put theory into practice and engage the campus in a conversation around EL. With a core focus on learning outcomes and relevant experiences that can bring these to life, Brock looks forward to sharing their approach and engaging with the audience around a campus-wide approach to building innovative EL.

Roundtables 68, 72, 78

(This 60-minute **concurrent roundtable session** will have three 20-minute roundtable discussions (which may be on similar or different topics). Delegates will move to the next table after each 20-minute session.)

Roundtable 68: *From Accreditation Standards to WIL Program Learning Outcomes: Reflections on Lessons Learned*

Presenters: **QIN LIU**, University of Toronto

Chair: **JACKIE PICHERTE**, Senior Researcher and Manager, HEQCO

Room: Stevenson

Description: In this roundtable discussion session, the presenter will share personal reflections on a systematic, three-stage process in a recent six-month initiative of developing learning outcomes for a work-integrated learning (WIL) program. The WIL program is an optional, co-curricular component of a set of accredited professional education programs offered at a comprehensive university. The learning outcomes development process started with a desk review of accreditation standards in five jurisdictions and after a series of consultations, it ended up with a set of 11 learning outcome statements that fall under three domains: discipline-specific knowledge and skills, transferrable skills and attitudes, and job search navigation. The presenter will facilitate discussions about the rationale for developing WIL program learning outcomes, the connections of these learning outcomes with accreditation standards, and the key caveats and considerations for developing WIL program learning outcomes. The presenter will also offer recommendations for a more streamlined process of developing WIL program learning outcomes. At the end of the session, the participants will be able to (a) develop action plans for developing learning outcomes for the WIL programs in which they are involved and (b) critically reflect upon similar experiences they may have had while working with WIL programs.

Roundtable 72: *Entry-to-Practice Competencies for Professionals: Are We Measuring What Matters?*

Presenters: **JESSICA RICH**, Faculty of Education, Queen's University

Chair: **JACKIE PICHERTE**, Senior Researcher and Manager, HEQCO

Room: Stevenson

Description: In this session, participants are invited to consider what we mean by the term "competencies" and to explore the concept of competence as a learning outcome. Together we will examine the tensions that emerge when professional education programs are tasked with operationalizing competency frameworks to meet accreditations standards. While competency frameworks have the potential to make learning outcomes more explicit, and to enable self- and co-regulated learning, they also run the risk of becoming back-end constructive alignment tasks completed by education support professionals (i.e., educational developers, instructional designers, etc.). How program stakeholders conceptualize competence matters when designing curriculum, experiential learning opportunities, and assessment. When competencies are conceptualized as individual abilities to be mastered, we tend to focus on measurement and the development of valid and reliable assessment tools. However, when we conceptualize competence as the ability to integrate knowledge and skills to meet the demands of the context(s) in which we work, we realize the need for a more robust system of assessment to capture patterns in performance over time. When discussing these tensions and implications for practice, the presenter will draw upon findings from their doctoral research, investigating the operationalization of entry-to-practice competence profiles across professional education programs.

Roundtable 78: Program-level Learning Outcomes for Biology Programs - The Vision, the Challenges, and the Realizations

Presenters: **JADE ATALLAH**, Biology, University of Toronto Mississauga

Chair: **JACKIE PICHERTE**, Senior Researcher and Manager, HEQCO

Room: Stevenson

Description: Substantial international effort has been invested in promoting the development of program-level learning outcomes (PLLOs) at the postsecondary education (PSE) level (AAAS, 2011; Altbach et al., 2009; Barrie et al., 2011; Brownell et al., 2014; Cary and Branchaw, 2017; Deller et al., 2015; Goff et al., 2015; Harris, 2009; Tansey et al., 2013). Motives mainly revolve around quality assurance, accountability, accessibility, and strategic spending. Despite this, only a handful of groups have developed biology-specific frameworks, none of which are comprehensive enough to articulate what is precisely expected of PSE graduates. A UofT-based initiative has embarked on developing a validated framework of PLLOs for biology programs. A pilot was first launched to address the molecular biology specialization. Throughout the accomplished progress, several challenges and realizations transpired. We hope to share our lessons learned and insights, to promote the development of PLLOs across postsecondary biology departments in Canada.

Session 108: Experiential Learning Activities Have Value for Both Technical and Generic Learning Outcomes

Presenters: **DAPHNE BONAR**, Office of Academic Excellence; **ELISE HODSON**, School of Design; and **BEATRIZ DIAZ MOTTA**, alumna, School of Design, George Brown College,

MIKE RECINE and NICOLE DIFILIPPO, Faculty of Applied Health and Community Studies, Sheridan College; and JUSTIN ST-MAURICE, School of Health & Life Sciences and Community Services, Conestoga College

Chair: ALASTAIR WOODS, Senior Policy Analyst, Council of Ontario Universities

Room: Seymour

Description: Vocationally-based experiential learning activities can be an effective way to address generic/transversal learning outcomes (e.g., team work, critical thinking, self-reflection, communication) as well as technical skills.

Using three different experiential learning activities from three different programs, we show how vocationally-based experiential learning activities have proven effective in teaching non-vocational skills that graduates need for employment and further study and which are traditionally hard to assess objectively. Activities include a high fidelity simulation for athletic therapy degree students learning to deal with emergency situations, a community agency-sponsored project where interaction design and development students developed a mobile app for youth in crisis, and an industry project where health information science degree students develop software and IT-related solutions for the health industry.

After the activities are described by program representatives, students will discuss the experiences from their point of view and the impact on their learning.

Roundtables 49, 56, 59

(This 60-minute **concurrent roundtable session** will have three 20-minute roundtable discussions (which may be on similar or different topics). Delegates will move to the next table after each 20-minute session.)

Roundtable 49: *Outcomes-Based Experiential Learning Design: Creating an Aligned Purpose and Plan*

Presenters: LORRAINE GODDEN, Faculty of Education, Queen's University and CAROLYN HOESSLER, Office of the Vice Provost Academic, Ryerson University

Chair: COLIN McCULLOUGH, Strategic Policy Unit, Ministry of Training, Colleges and Universities

Room: Rosetti A

Description: Experiential learning (EL), at its best, forges connections between learning within classrooms and learning in applied settings. We agree that EL is amazing when it works, but the challenge is that when it does not work it is busywork, even misleading or disruptive, wasting time for students and for employers, who may or may not sign on again. There are multiple papers detailing the benefits, examples, and challenges of EL. Institutions and governments raise questions about funding and push for shorter approaches to gain the necessary career-readiness skills yet depth may be needed (Coker et al., 2017), and the specific needs for each EL opportunity to succeed can be unclear. Defining the specific learning outcomes category for an EL opportunity shifts the conversation from broad goals and typical approaches for implementing to specific measurable learning outcomes that allow for intentional outcome-

based design that links across all key perspectives and creates the necessary constructive alignment across outcomes, activities and assessment (Biggs, 1999). Focusing on learning outcomes shifts the focus from distinct roles to a shared vision of purpose. By examining EL descriptions across Canada, we have tested a concise systematic categorizing framework for identifying learning outcomes to inform constructively-aligned EL designs.

Roundtable 56: Supporting Experiential Learning through an On Line Learning Community

Presenters: **JOB RUTGERS**, Principal Ambient Experience Lab, Faculty of Design, OCAD University and **MI SONG KIM**, Curriculum Studies, Faculty of Education, Western University

Chair: **COLIN McCULLOUGH**, Strategic Policy Unit, Ministry of Training, Colleges and Universities

Room: Rosetti A

Description: In this session we aim to share the first results of a collaborative research project in which students and teachers are co-designing an online, open source tool for sharing and reflecting experiential learning and design competencies in design projects.

In all stages of their learning process, design students generate a wide range of visual output, from sketches, presentations and diagrams to physical experiments with models, materials, to digital renderings and specifications. This experiential learning is essential in growing body of research on design thinking competencies that are currently so much in demand in the digitization of 21st century industry and learning (Author, 2016).

However, little attention has been paid to how a digital learning community is created to enable design students to become “self-directed learners” to document, reflect on and share their experiential learning. To address this issue, this session aims to introduce an online, open source tool that provides opportunities for design students to use design learning outcomes as nodal points. We do not aim to replace the rich, sensorial and social nature of the classroom but aim to deepen the experiential learning process through a social medium.

Roundtable 59: Developing and Assessing Teamwork Skills in Undergraduate Students

Presenters: **CHRIS RENNICK**, Engineering Ideas Clinic; **ADA HURST**, Management Sciences; **JASON GROVE**, Chemical Engineering; and **SAMAR MOHAMED**, Centre for Teaching Excellence, University of Waterloo

Chair: **COLIN McCULLOUGH**, Strategic Policy Unit, Ministry of Training, Colleges and Universities

Room: Rosetti A

Description: An inter-departmental group of staff and faculty, with members of the Student Success Office and the Centre for Teaching Excellence at the University of Waterloo have developed a series of six teamwork training modules for undergraduate students.

These modules consist of a short presentation of knowledge, followed by experiential learning activities designed to engage specific teamwork skills. The modules have been designed to

reinforce course content, and to be integrated with existing project-based learning activities in the course. They are intended to be used in a longitudinal thread across the first six terms of an undergraduate program and have proven to be flexible in their deployment. The first five modules cover a range of topics relating to teamwork, with a final “mastery” module before students enter their fourth year capstone experiences.

A longitudinal assessment framework built around Kirkpatrick’s Four Levels of Training Evaluation has been used to assess these modules. Reaction and learning levels are assessed during the training module. Behaviour is assessed in fourth year capstone courses, and results are assessed through the outcomes-based accreditation processes in place in the Faculty.

After attending this session, participants will be able to:

- Apply a strategy for the integration of teamwork training in the curriculum
- Apply methods for the evaluation of teamwork learning outcomes at both course and program levels

Session 95: Increasing Access to Experiential Learning for Graduate Students in Research-Based Programs

Presenters: **LISA DALE, HEATHER WAKELY, and EMILY TORRESAN**, Experiential Learning, the Student Success Centre, Western University

Chair: **JENNIFER KIEFFER**, Senior Manager, Policy and Enrolment Planning, University of Waterloo

Room: Rosetti B

Description: To support our graduate students’ career exploration and skills translation, Western is increasing access to experiential learning opportunities for Master’s and Doctoral students in research-based degree programs. In this interactive session, we will share three Career Ready funded experiential learning initiatives designed to provide graduate students with opportunities to apply their skills, connect theory with practice, and expand their professional portfolios. These initiatives are: 1) the development of a Graduate Student Internship Program that will offer short- and long-term, paid internships with industry and community partners; 2) a pilot project to enhance the Teaching Assistantship experience by embedding goal-setting, reflection, and self-evaluation; and 3) a professional development course that utilizes a Community Engaged Learning pedagogy and provides students with the foundational knowledge to effectively collaborate with peers and community agencies to address community identified needs. As part of this session, we will follow various graduate student personas as they participate in the new experiential learning opportunities, and discuss how the university is engaging graduate students in the program design and delivery.

Combined Sessions 9, 74

(This 60-minute **combined session** includes two sequential presentations that are based on a similar presentation topic. Each will have 30 minutes to present and answer questions.)

Combined Session 9: A Trilogy of Experiential Learning in Sport Marketing Education

Presenter: DENYSE LAFRANCE HORNING, Faculty of Applied and Professional Studies, Nipissing University

Chair: MARTA STRAZNICKY, Associate Dean, School of Graduate Studies, Queen's University

Room: Rosetti C

Description: This presentation will share highlights from three progressive experiential learning projects in a sport marketing course at Nipissing University. In all three cases, students worked in dedicated management teams to organize charity-linked varsity sporting events that raised nearly \$25,000 for worthy community causes. Lessons learned from each event were instrumental in influencing the design of subsequent projects. A retrospective analysis of the management and delivery of these learning experiences is contrasted with other published cases in order to advance the understanding and creative application of these learning methods and to present recommendations for broader pedagogical use and adaptation.

The main themes that will be shared with respect to developing innovative experiential learning opportunities include:

- Ideal class sizes and the management of both intra and inter-team dynamics and communication.
- Student ownership, active engagement, and learning reflection.
- Measuring individual versus group learning outcomes.
- Instructor support and mentorship.
- Enriching social interactions and citizenship through multi-stakeholder relationships.
- Enduring growth and innovation in recurring program offerings.
- Integration of faculty research in experiential learning settings.
- Extending learning platforms through inter-university collaboration.
- Common barriers and resource demands of experiential learning initiatives.

Combined Session 74: A Re-Imagined Teacher Education Program's Alternative Field Experience

Presenters: REBECCA HORETH and KATHY HIBBERT, Teacher Education, Faculty of Education, Western University

Chair: MARTA STRAZNICKY, Associate Dean, School of Graduate Studies, Queen's University

Room: Rosetti C

Description: Experiential learning in Teacher Education exists primarily in the form of Practicum with some additional field experience, both of which link theoretical course work to practical work in the field (McNay, "A Re-imagined B.E.d Program," 2015, p.2). While Practicum addresses program-level learning outcomes like professional knowledge and formation (required for teacher certification), the Alternative Field Experience (AFE) takes a field-integrated approach. TCs articulate and report on their own learning outcomes while building partnerships with community organizations and educational institutions. In the context of these

experiential settings outside traditional classrooms, teacher candidates think about their own learning outcomes and consequently bring their goals to the missions of their host. This collaborative approach establishes a field experience that is mutually beneficial, as a key feature of the AFE is applying transferrable skills from teaching to alternative environments. It follows that, through analysis of required outcomes at the program and accreditation levels, similarities in student-led definitions of learning outcomes are presented and student-identified gaps in learning can be explored. In conclusion, the AFE supplements teacher candidate learning about what, why, and those whom they teach by creating a diverse and accessible education space maintained by collaboration between faculty, staff, student, and community partners.

Lunch 12:15 pm – 1:00 pm

Room: Churchill Courtyard / Churchill Ballroom

1:00 p.m. – 2:00 p.m.

Keynote: RYAN CRAIG, Co-Founder and Managing Director, University Ventures

Chair: ALAN HARRISON, Past Interim Executive Director, Ontario Universities Council on Quality Assurance

Room: Churchill Ballroom

Description: Ryan Craig, the co-founder and managing director of University Ventures, will talk about his new book, *A New U: Faster + Cheaper Alternatives to College*. He begins from the premise that so many things are getting faster and cheaper, but notes that a university education has until now appeared immune to change. He suggests change is coming, and perhaps even a revolution, one that will transform—or make obsolete—many colleges and universities. His book offers the first roadmap to groundbreaking programs offering alternative routes to great first jobs that do not involve a bachelor's degree. These programs, Ryan argues, provide more student choice, better matches with employers, and higher return on investment of cost and time. Ryan lives in the US, where he went to university, and much of his book is focused on what is happening there, but he hails originally from Toronto, which is perhaps why his frequent commentaries on higher education are described with the phrase “where the puck is going”.

Travel 2:00 pm – 2:15 pm

Sessions: 2:15 pm – 2:45 pm

Session 23: Assessing Lifelong Learning Using a Novel Rubric in a Work-Integrated Learning Program

Presenters: **BOB SPROULE**, School of Accounting and Finance; **DAVID DREWERY**, Waterloo Centre for the Advancement of Co-operative Education; **JUDENE PRETTI**, Waterloo Centre for the Advancement of Co-operative Education, University of Waterloo

Chair: **SALLY HEATH**, Manager, Academic Program Development and Review, Wilfrid Laurier University

Room: Scott A

Description: Success in the labour market requires that individuals continue to learn throughout their lives. Scholars contend that participation in work-integrated learning (WIL) programs may foster the characteristics of lifelong learners. For accountability, it is important to assess the development of these characteristics. However, assessment tools have been limited to students' self-reports. We present preliminary findings of an ongoing project intended to develop a rubric that can be applied to written reflection-based assignments for the purpose for assessing lifelong learning. First, a review of the lifelong learning concept is presented. We then detail the foundations of the "Lifelong Learning Rubric" and present evidence of its validity. The emergent findings suggest that the rubric can assess lifelong learning characteristics when applied to students' written reflection assignments. As such, it offers educators a novel way of demonstrating the development of lifelong learners through WIL. This presentation is particularly of interest to those concerned with learning outcome assessment in the context of experiential education and WIL.

Session 32: What's my Grade? A Focus on Student Assessment in Experiential Learning

Presenters: **JULIE STEVENS, MADELYN LAW, ELIZABETH YATES, JENN SALFI, COLLEEN WHYTE, BIANCA FUCILE, COLE MCCLEAN, and GRANT HAYWARD**, Faculty of Applied Health Sciences, Brock University

Chair: **JENNIFER FRANCISCO**, Coordinator, Academic Change, Office of the Vice Provost, Academic Programs, University of Toronto

Room: Scott B

Description: Experiential learning (EL) enhances student learning by providing opportunities for personal and professional development while also motivating students to persist in academic programs. Persistence is a particular concern at Brock University, where retention rates are below the provincial average. To better understand the relationship between EL and student retention, we surveyed students from the Faculty of Applied Health Sciences to determine how opportunities for EL impacted their academic experience and level of commitment to their degree. The sample of 360 respondents included students from 38 courses and encompassed 16 types of EL (e.g. service learning, internships and practicums). The findings indicated that EL allowed students to understand course material in a different and more profound way. However, students also highlighted concerns with assessment methods, stating that corresponding assignments and projects do not reflect desired learning outcomes nor the realities of workplace environments. Further, findings revealed that concerns over appropriate evaluation varied according to year of study, academic program and type of EL. This presentation will highlight students' perceptions of how EL contributed to their academic and professional future, and will address the challenges of designing meaningful assessments that ensure relevance for both student and instructor.

Session 5: Conestoga College and Linamar Corporation: WIL Experience for Millwright Students

Presenters: LINDA CRAWFORD and JOY TOMASEVIC, Co-operative Education, Career Services and Work-Integrated Learning, Conestoga College

Chair: MICHELLE FACH, Open Learning and Educational Support, University of Guelph

Room: Wren

Description: At Conestoga College, our career-focused programs connect life and learning to build career success. We are fortunate to be located in a community that through programming, supports students' long-term career success.

We have partnered with Linamar Corporation to pilot a work-integrated learning opportunity consisting of two components delivered over 14 weeks; 14 hours online instruction and 49 hours onsite experience. This experience combines hands-on, field-specific, academically-relevant instruction, with workplace experience delivering work-ready skills.

The online course focuses on the future-proof skills of 'staying employed'. Topics include: communication, conflict resolution, diversity, ethics, and teamwork. This course adopts a gamification platform that bridges both learning and entertainment. Through a variety of assignments, students evaluate their personal / professional growth in self-management, ethics and lifelong learning through reflective practice.

Linamar's involvement and commitment supports the 49 hours of work experience at their facilities in Guelph for our Mechanical Techniques Millwright and Electro-Mechanical Maintenance students. Here, students will participate in onsite orientation, health and safety training, as well as one-to-one partnering with a licensed journeyperson.

This project represents an innovative partnership between education and industry and a progressive movement in career-work preparedness.

Session 60: Developing an Innovative Experiential Learning Program Using an Outcomes-Based Framework

Presenters: DAWN WHITE, DONNA ROGERS, ISTVÁN IMRE, LINDA BURNETT, JOE TOM SAYERS and DAVID MARASCO, Algoma University

Chair: SANDY HOWE, Associate Director, Experiential Education, Brock University

Room: Carlyle A

Description: Algoma University, together with several community partners, received funding through Stream 2 of the Career Ready Fund to develop an innovative experiential learning program called Career Link. The Career Link program consists of curricular and co-curricular elements threaded throughout all years of study and begins in a student's first year with the aim of preparing students to transition successfully to employment upon graduation. Career Link embeds career preparedness into the academic experience wherever possible. Modelled on similar programs and best practices elsewhere, the Career Link program contains components

that include self-evaluation, participation in experiential learning (EL) activities, education on communicating and conveying skills effectively to employers, and links to mentorship, networking, and job opportunities.

This session provides an overview of how learning outcomes were used to design the program and program components. This session will also describe how specific EL opportunities and supports for Indigenous students and students with disabilities were developed and incorporated into program design from start to finish. Career Link will launch in fall 2018, and will be sustained through the continued involvement of several supportive community partners.

Networking Space

Room: Carlyle B

Session 76: Community Engaged Learning in Undergraduate Medical Education

Presenters: [KELLY HOLLINGSHEAD](#), the Student Success Centre, Western University; [DUSTIN CARTER](#), Community Paramedicine, Middlesex-London Paramedic Service

Chair: [SOFIE LACHAPELLE](#), University of Guelph

Room: Stevenson

Description: Interest in curricular Community Engaged Learning (CEL) at Western University has been continually increasing. One area of recent substantial growth and advancement is undergraduate Medical Sciences. Community Professor Award recipient, Dustin Carter at Middlesex-London Paramedic Service has collaborated successfully with our students in multiple CEL courses with award-winning results. This session will share the growth and advancement of curricular CEL at Western in recent years and feature Dustin to share his experience collaborating with CEL, the outcomes that he and the students have achieved, and how he effectively works with students to maximize their learning and their contributions to their partnering organization.

Session 18: Own Your Future: A Curriculum-based Doctoral Professional Development Program

Presenters: [JULIE KAISER](#) and [LORRAINE DAVIES](#), School of Graduate and Postdoctoral Studies, Western University

Chair: [MADELYN LAW](#), Associate Professor, Faculty of Applied Health Sciences, Brock University

Room: Seymour

Description: In this session, Western University will present on Own Your Future, a 4-year, university-wide doctoral professional development program that has been developed around key competencies and related learning outcomes. Own Your Future extends the doctoral curriculum beyond discipline-specific knowledge and research competencies to include six professional competencies: Career Engagement, Communication, Intercultural and Social Fluency, Leadership, Teaching and Learning, and Thriving. Presenters will explain the 3-year

development and implementation of this program as it relates to the learning outcomes, which are core to its design. Each Own Your Future workshop addresses at least one learning outcome; workshops build progressively over four years to support gradual personal and professional growth. Through the on-line Own Your Future Self-Assessment, students learn both how to assess their proficiency in each of the competency learning outcomes and how to communicate this learning outcome skill. The ability to self-assess, and communicate their skill proficiency to employers gives graduates a competitive edge. Our presentation will draw on the preliminary results of the 2017-18 Own Your Future pilot program of first year doctoral students.

Session 82: Supporting Students through Career Builder & Industrial Insights and Navigating Networks

Presenters: **EMILY JONES, JEAN-PIERRE FERNANDES, and REBECCA DIRNFELD**, Career and Co-op Centre, Ryerson University

Chair: **DANIELLA MALLINICK**, Director, Academic Programs, Planning & Quality Assurance, University of Toronto

Room: Rosetti A

Description: Career Builder (CB), launched in 2017, and Industrial Insights and Navigating Networks (IINN), launched in 2016, are two Ryerson Career & Co-Op Centre programs designed to improve equity of access in experiential learning for graduate students (IINN), students who identify as LGBTQ2S or as having a disability (CB), and women in STEM (IINN & CB). Experiential learning partnerships include the financial, science, and technology sectors.

This 30 minute presentation will detail how both CB and IINN have increased these students' exposure to industry via site visits, job shadowing, masterclasses, and mentorship, while also preparing them for career readiness through workshops on labour market research, professionalism, professional confidence, and effective networking. Program learning outcomes and strategies for supporting student understanding and articulation of their own competencies will be shared, including best practices on guided student reflection, and program facilitator assessment of student learning via surveys, feedback, and observation.

This presentation will conclude with an overview of successes from aligning experiential learning with tailored learning outcomes, as foundational to both CB and IINN, including increased levels of student engagement with their career exploration, employment and internship opportunities, and knowledge transfer on skill based learning between industry sectors and higher education institutions.

Session 30: ePortfolios for Assessing Learning Outcomes

Presenter: **SARAH TODD**, Social Work, Carleton University

Chair: **MARY WILSON**, Director, Centre for Academic Excellence, Niagara College

Room: Rosetti B

Description: In this session we will discuss the key role ePortfolios can play in assessing learning outcomes, particularly in programs that integrate classroom-based and community-

based experiential learning. Specifically, we will review a pilot project where instructors within the School of Social Work at Carleton University have been using ePortfolios in core classes and the practicum to facilitate student learning while simultaneously providing rich data for program evaluation. In this session we will reflect on the Social Work pilot project and the benefits and challenges for students, faculty, and staff. We will also review a number of students' ePortfolios alongside our program-learning outcomes to offer examples of how this platform can provide evidence of achieving learning outcomes. Finally, we will discuss the preliminary steps we are taking to use this data for quality assurance purposes. Overall, this session aims to explore how e-portfolios can simultaneously enhance teaching, learning, employability, and program assessment. We will provide participants with some examples and tools to achieve these ends.

Session 36: Experiential Learning Consultations: Efficient and Effective Service for Scaling EL

Presenters: **KATHRYN FIZZELL** and **CATHY KEATES** Career Services, Queen's University

Chair: **ANDRÉ PLOURDE**, Full Professor and Dean of the Faculty of Public Affairs, Carleton University

Room: Rosetti C

Description: More faculty members and program coordinators want to create and/or expand experiential learning offerings, but not all have experience with, or knowledge about, EL pedagogy, structures, and best practices. Queen's EL Hub staff will share information about our EL Consultation service, which is a cost-effective way to share knowledge and resources related to the design and implementation of experiential learning.

We will explain how the service works, including sharing resources such as logistical and curricular planning charts, strategies for developing learning outcomes related to experiential learning, student learning plans, student-employer contracts, and reflective rubrics. We will discuss some of the challenges faced by faculty and staff when designing experiential learning, and the strategies that assist program/curricular designers in overcoming those challenges. The presentation will conclude with an opportunity for questions and a discussion of how participants could adapt this consultation model to meet the needs of their institution.

Coffee Break: 2:45 pm – 3:15 pm

Sessions: 3:15 pm – 3:45 pm

Session 39: Supporting Learning Outcome Development with CVS Online

Presenters: **KAREN BELFER** and **LIWANA BRINGELSON**, Ontario College Quality Assurance Service (OCQAS)

Chair: **KATHRYN CARTER**, Associate Vice President of Teaching and Learning, Wilfrid Laurier University

Room: Scott A

Description: The introduction of the Credential Validation Service - Online (CVS-Online) system provides accurate and timely support for the development of program learning outcomes. This system provides access to existing provincial standards and descriptions, across all Ontario colleges and credentials. Furthermore, this system reduces errors in the submission process, thereby reducing the time and re-work due to oversights and clerical errors.

The presentation will demonstrate how CVS-Online supports the development of appropriate vocational learning outcomes:

- review of discipline offerings across the province;
- searching across credential levels;
- structured development and submission process;
- integrated feedback from CVS and ability to modify outcomes online;
- online system supporting and tracking outcomes and program proposals.

Audience members will gain insight into the process of developing relevant and appropriate vocational learning outcomes, and the advantages of an online system for submission and approval of program proposals.

Session 109: Proseminars as Portfolio Career Preparation

Presenters: DANIELLE ROBINSON and CAROLYN STEELE, Dance, York University

Chair: PATRICIA TERSIGNI, Director, Academic Programs and Policy, University of Guelph

Room: Scott B

Description: Proseminars can be used strategically by undergraduate and graduate programs alike to better prepare students for the portfolio careers that await them. Such capstone courses can become opportunities to integrate experiential learning activities with the cultivation of professional skills. At the fourth-year students can customize experiences for themselves that combine the acquisition of specific knowledges through placements (and other training opportunities) with a range of related “real-world” activities—such as creating documentaries, websites, workshops, and lesson plans. MA and PhD students, in turn, can use proseminars to bridge from coursework into independent research. While they scaffold the design for their individualized research projects, they can also learn how to peer review, write grants, make presentations, and develop their careers. Through such integrated professional development experiences, university students at all levels can leave our programs with the core attributes they will most need to succeed in the contemporary workforce—initiative, independence, responsibility, self-management, decision-making, among many others. In this presentation, Danielle Robinson will discuss her teaching of such experiential learning courses for two different programs, at three different levels, over several years at York University, and Carolyn Steele from York’s Career Center will discuss her integrated support for these classes.

Session 87: Learning Outcomes for Transfer—Publication Project: Examining International Outcomes-Based Approaches to Student Mobility

Presenters: CHRISTINE ARNOLD, Faculty of Education Adult Education/Post-Secondary Studies, Memorial University of Newfoundland; MARY WILSON, Centre for Academic Excellence, Niagara College; and JEAN BRIDGE, Centre for Digital Humanities, Brock University

Chair: YVETTE MUNRO, Executive Director, Ontario Council on Articulation and Transfer

Room: Wren

Description: This session will provide an overview of the ONCAT funded Learning Outcomes for Transfer—Publication Project that aims to assess critically the theoretical and conceptual foundations, assumptions, and implications of using learning outcomes for the purposes of credit transfer and student mobility. There is increasing interest in the use of learning outcomes in post-secondary education, and deliberations have surfaced with regard to them serving as a tool for advancing credit transfer.

A large-scale, comprehensive assessment of outcomes-based approaches to credit transfer across national and international jurisdictions has been conducted with a multivalent examination of their potential impacts in the unique context of Ontario. International scholars from the United States, United Kingdom, Europe, Australia, and South Africa have written papers identifying critical themes and learning opportunities in their environments. In response to these papers, preliminary implications and recommendations have been composed and will be presented. We are exploring the next set of questions by identifying and problematizing core issues such as the stated goals of learning outcomes activities, encountered diversity of outcomes, varied levels of outcomes, and integrated credentials and qualifications frameworks. This research will be of interest nationally and internationally and is intended to contribute thoughtfully to the work of both policy borrowing and learning (Raffe, 2011).

Session 38: Rethinking Rubrics

Presenters: LAURA KINDERMAN, Bachelor of Health Sciences, Queen's University and ADAM McGREGOR, School of Business, St. Lawrence College

Chair: BRIAN FRANK, Associate Dean (Teaching and Learning), Faculty of Engineering and Applied Science, Queen's University

Room: Carlyle A

Description: A carefully designed rubric can offer a number of benefits to both instructors and students. According to Jonsson and Svingby (2007), rubrics "have the potential of promoting learning and/or improving instruction. The main reason for this potential lies in the fact that rubrics make expectations and criteria explicit, which also facilitates feedback and self-assessment." However, despite students' perceptions of rubrics being generally positive, many faculty are still resistant to using them (Malini Reddy & Andrade, 2010). This workshop will demonstrate the Queen's University BHSc Program approach to assessment and rubric design. Attendees will learn how to promote objectivity, reliability, and validity in creating a rubric in order to better measure learning outcomes. The workshop will also enable participants who are charged with measuring learning outcomes in experiential learning situations to develop

objective criteria to apply this approach in contexts extending beyond that of traditional academic assignments.

Session 41: Towards an Institutional Assessment Model: Re-Administering Post-Admission Assessments at Graduation to Measure Generic Skill Development in College Students

Presenter: **PAMELA INGLETON**, Student Success Initiatives; Centre for Teaching and Learning, Mohawk College

Chair: **CINDY ROBINSON**, Operations Director, Quality Council Secretariat

Room: Carlyle B

Description: Mohawk College is one of six institutions conducting research as part of the second HEQCO-funded Learning Outcomes Assessment Consortium. This presentation will share some of our early findings on current post-admission assessment practices in the college sector and how they might inform the development of an institutional generic skills assessment model. At Mohawk, most incoming students complete a series of assessments (reading, writing and/or mathematics) and a Student Entrance Survey before starting classes. Our project looks to expand upon this process, re-administering these and other assessments in students' final semester, in order to learn more about the development of key skills from admission to graduation. As we prepare to launch our first pilots, we are particularly focused on future scalability and potential challenges to its implementation, including the increasingly debated practice of using post-admission placement testing and remedial education, the tension between authentic assessment practices and allowing for inter-institutional comparability, student and faculty motivation and the validation of assessment tools and results. Following a short introduction to the research project, session participants will be invited to select from a list of these and other topics to guide the ensuing discussion.

Session 91: Developing Art & Design Experiential Learning Outcomes: Navigating the Complex Terrain of Experiential Learning in Studio-Based Education

Presenters: **SUSAN FERGUSON** and **CARY DIPETRO**, Writing & Learning Centre, OCAD University

Chair: **HILLARY BARRON**, Senior Quality Assurance Officer, Quality Council Secretariat

Room: Stevenson

Description: At OCAD University (OCAD U), Canada's largest art and design university, experiential learning has been subject to considerable debate among its diverse stakeholders – faculty, academic administrators, staff, students – seeking to define a model of authentic experiential learning for art and design education. Over the 2017-18 academic year, a Task Force was struck to create a Strategic Plan for Experiential Learning, including the development of a model for the delivery of meaningful and inclusive experiential learning opportunities to students that are well-aligned with best practices while firmly grounded in the unique context of OCAD U's studio-based learning environment. This session will document the community engagement process undertaken by the Task Force and share some key resources developed, including an Experiential Learning Framework comprised of model activities and discipline –

specific learning outcomes and assessment criteria to help situate experiential learning activities within course and program curricula. While acknowledging that OCAD U has a history of active, hands-on learning throughout its studio-based programs, the goal for both the Strategic Plan and the Experiential Learning Framework is to enhance the range of experiential learning opportunities available to students, support the integration of experiential learning opportunities within curriculum and improve the evaluation of experiential learning at the program, faculty and institutional levels.

Session 93: WIL @Western: Mining Undergraduate Talent

Presenters: **FELIX LEE**, Chemistry; **SHAYNA KAY**, **CARMEN VENIER**, and **JENNA VEUGEN**, Integrated Science, Western University

Chair: **SOFIE LACHAPELLE**, Associate Professor, University of Guelph

Room: Seymour

Description: Canada's Student Work-Integrated Learning Program (SWILP), announced in 2016, created many partnerships between industry and post-secondary institutions. Its goal was to create new work-integrated learning (WIL) opportunities for students. In 2018, the Mining Industry Human Resources Council (MiHR) launched Gearing Up, a new WIL program for Canada's mining sector. In partnership with the MiHR, Western created a dozen WIL opportunities involving students in our Integrated Science program (WISc), an innovative and interdisciplinary four-year undergraduate program. Because many of today's scientific problems in the mining industry are interdisciplinary, WISc students have a unique skill set that enables them to work more effectively on mining-industry problems that span the traditional science disciplines. Students participate in an applied-research program through team projects using real-world data supplied by mining companies. They refine their critical-thinking and problem-solving skills while strengthening their teamwork and leadership abilities. This program also acts as a pathway for students to learn about employment opportunities in the mining sector. Examples of the student projects will be highlighted.

Session 107: Constructing Rubrics for Performance-based Assessments

Presenter: **JORDAN HOLMES**, Centre for Learning, Innovation and Simulation, the Michener Institute of Education at UHN

Chair: **DAPHNE BONAR**, Office of Academic Excellence, George Brown College

Room: Rosetti A

Description:

This presentation will introduce participants to the fundamentals of performance-based assessment. While anchored in healthcare, this session is equally applicable to any discipline that leverages experiential learning.

At the end of this session participants will be able to:

- Describe the fundamental principles of performance-based assessment
- Describe how to construct rubrics that accurately and fairly assess student performance

- Assess when to implement procedural checklists versus global assessment scales

Session 54: Connecting the Dots: an Employability Outcome Approach to Peer Helper and Work Study Placements

Presenters: DANIEL POULIN and CHERYL DORAN, Student Experience Department, University of Guelph

Chair: JACQUELINE MULDOON, Provost & Vice President Academic, Trent University

Room: Rosetti B

Description: The Peer Helper Program at the University of Guelph has evolved many times over its 33 years. In its current form, 29 teams in 15 departments offer 38 unique placement opportunities. In 2017/18, this translated into 305 students engaged as Peer Helpers, contributing over 39,180 hours of service. However, the Program is not merely concerned with measuring the impact the Peer Helpers have on the campus community. Focusing equally on the learning and development of the Peer Helpers themselves has resulted in a value-added co-curricular experience that directly connects to students' future goals.

By grounding the Peers' experience in employability outcomes, the Program has had success in ensuring a consistent experiential and learner-centered approach to paraprofessional service learning. Specifically, each placement is aligned with intended outcomes in three domains: knowledge, skills, and attitudes. This allows Peer Helpers to continually reflect on their learning while making connections between the transferability of their skill development to future work, academic, and entrepreneurship goals. This approach has helped the Peer Helper Program transform each paraprofessional role into an outcomes-driven learning experience.

This session will provide a brief overview of the Peer Helper Program's employability outcome approach and how this highly successful model has been leveraged to strengthen the campus-wide Work Study program.

Session 21: How to Facilitate Parallel Learning Opportunities through Course Design: Course Content (UGDLEs) and Learning-to-learn Skills Acquisition

Presenter: ROBYNE HANLEY-DAFOE, Centre for Teaching and Learning, Trent University

Chair: JULIE PARNA, Director, Academic Programs and Policy, York University

Room: Rosetti C

Description: This session will explore how a first-year foundation course was designed using parallel learning pedagogy to support students learning course content concurrently with meta-cognitive techniques for reflecting on their learning. The course was designed to map the learning outcomes to the UGDLEs in conjunction with learning-to-learn outcomes. Using Hautamaki et al., (2002) framework, learning-to-learn skills are defined as "the differentiation of the object of learning from the mental tools available to the learner for their learning" (p. 28)

In 2016, the Centre for Teaching and Learning coordinated the development and implementation of the Bridge program, a unique opportunity for incoming first-year students to

earn credits prior to September start-up, in a 15-day instructional block, while beginning successful transitions to university life. During the 3-week program students completed two half-credit courses that offered interdisciplinary introductions to the humanities and to the sciences. This session will also explore the successes and challenges that were encountered on the journey to establishing these types of courses and how they are taught. We will also discuss preliminary results of how these students are transferring their learning-to-learn skills to their other courses.

Travel: 3:45 pm – 4:00 pm

Sessions: 4:00 pm – 5:00 pm

Combined Sessions 20 and 70

(This 60-minute **combined session** includes two sequential presentations that are based on a similar presentation topic. Each will have 30 minutes to present and answer questions.)

Combined Session 20: *Challenging Assumptions of Experiential Learning in First Year Undergraduate Students*

Presenter: [GILLIAN BALFOUR](#), Centre for Teaching and Learning, Trent University

Chair: [ZEV FARBER](#), Director, Centre for Emerging Artists & Designers, OCAD University

Room: Scott A

Description: In 2014, COU and HEQCO released reports on experiential learning as a key learning outcome. Universities and colleges have been expected to integrate authentic work related learning into course designs and learning assessments. While definitions of experiential learning are diverse, and such opportunities are increasingly being wedded to institutional resources and strategically planning, this paper considers how first year students understand and respond to these experiential learning opportunities. I will discuss student evaluation data of a pilot active learning project in a first year sociology class wherein students were expected to demonstrate typical workplace competencies of collaboration, time management, conflict resolution, and critical thinking. Overall data show high levels of student dissatisfaction with activity based learning aimed at current social policy and legal challenge such as workplace safety, responding to violent crime, over incarceration of Indigenous people, and the refugee crisis. Student response data suggested high levels of mistrust of other students, inability to achieve tasks in a short-period time, and challenges of being prepared for class so as to complete the assignments. Students also resisted the independent learning that was required, and expected to be lectured to by a faculty member. Data also indicated a high number of students with learning accommodations for mental health needs were distressed by the expectations of these activities.

Combined Session 70: *Exploring Unexpected Learning Outcomes of a Design Charrette*

Presenters: [WILLIAM POL](#) and [RUSSELL SCHNURR](#), GIS and Urban Planning, School of Design, Fanshawe College

Chair: **ZEV FARBER**, Director, Centre for Emerging Artists & Designers, OCAD University

Room: Scott A

Description: How do you get "unexpected learning outcomes"? By taking students from different levels out of the classroom, mix them with other programs, include faculty from different disciplines, ask them to address community land use projects and you will have unexpected results. For our annual Design Charrette, Geographic Information Systems (GIS) and Urban Planning, and Landscape Design diploma students are released from regular classes for one week. They work in groups of 10-12 students to analyze, design, visualize and present their land use inspiration\ solution to community adjudicators at a day long session. Charrette week is a stressful, time compressed, design competition. As faculty we are proud of the winning design, and appreciate the unexpected learning outcomes students discover, such as collaboration, conflict resolution and leadership. We will share the challenges and rewards of our charrette week experience and invite the audience to discuss their own unexpected learning outcomes.

Session 63: Learning Outcomes Assessment: Connecting Research to Practice

Presenter (Symposium Sponsor): **JAVARRO RUSSELL**, College Programs, Educational Testing Service (ETS)

Chair: **PATRICIA TERSIGNI**, Director, Academic Programs and Policy, University of Guelph

Room: Scott B

Sponsored Session: ETS

Description: Institution-level or program-level learning outcomes assessment is not only used for describing student learning, but also for answering meaningful questions about the extent to which learning occurs. Far too often institutions begin to ask meaningful questions about student learning after they have already started or completed their assessment process. Ultimately, they realize that they did not collect enough data, nor the right kind of data that would be helpful in answering their questions. This presentation will present some ideas for collecting the kind of data that could compel their colleagues to action. By focusing our assessment efforts on answering research questions about student learning, institutions can target assessment resources in efficient ways, and obtain results that data users would find relevant to their interests about student learning.

Using examples from institutions that collaborate with ETS, we will show how they are developing research designs to produce narratives about the institutional impact on student learning. We will discuss the high level descriptions they are able to obtain and considerations for improving the quality of the assessment processes they implement. Finally, we will show how institutions are using data to advocate for students with curricular and co-curricular needs.

Combined Sessions 80 and 81

(This 60-minute **combined session** includes two sequential presentations that are based on a similar presentation topic. Each will have 30 minutes to present and answer questions.)

Combined Session 80: A Collaborative Province-Wide Pharmacy Assessment Project

Presenters: ANNIE LEE, Pharmacy, University of Toronto and HENRY HALAPY, Pharmacy, St. Michael's Hospital, Toronto

Chair: CINDY ROBINSON, Operations Director, Quality Council Secretariat

Room: Wren

Description: A province-wide competency-based assessment tool with companion glossary was collaboratively developed and implemented by schools of pharmacy, pharmacy residency training sites and the pharmacy provincial licensing body in Ontario. The Ontario Pharmacy Patient Care Assessment Tool (OPPCAT) was developed by these pharmacy programs to improve consistency of learner performance assessment in practice-based patient care settings. This session will describe the unprecedented collaboration in Ontario to develop, implement and evaluate OPPCAT.

OPPCAT is based on standards from the Association of Faculties of Pharmacy of Canada, National Association of Pharmacy Regulatory Authorities and Canadian Pharmacy Residency Board Accreditation Standards. The SOLO taxonomy served as the anchor for the 5-point Likert scale. A companion glossary contains key definitions and support materials for users.

A post-implementation user survey was conducted to gather opinions on practicality, usability and satisfaction with OPPCAT. Survey results indicated the layout was easy to follow, the glossary was helpful, learner's performance was accurately captured, important content was not missing and overall satisfaction with the tool. An area for consideration is the platform used in delivering the tool. The next step is to continue the collaborative work to further validate this province-wide assessment tool.

Combined Session 81: I-EQUIPping our Next Generation of Health Professionals

Presenter: MADELYN LAW, Health Sciences, Brock University

Chair: CINDY ROBINSON, Operations Director, Quality Council Secretariat

Room: Wren

Description: Health professionals are required to lead evidence based improvements in service delivery to enhance the health of the population. To this end, learning about improvement science theories and concepts have been identified as essential for future health professionals. To address this gap and prepare students to enter the health field, the Interprofessional Education for Quality Improvement Program (I-EQUIP) was created to provide students with an innovative experiential learning opportunity. I-EQUIP aims to identify current problems in health services (i.e., inappropriate use of antibiotics, falls), and subsequently create and implement solutions. Students learn about systematic implementation methodologies (i.e. Model for Improvement, Lean methods) through collaborative workshops with health professionals then work on a service learning project. Students are supported through three courses in their third and fourth year of study to gather an understanding of the theoretical concepts which are then applied in their projects. Interactive seminars further their learning and reflection about leadership and change management in health systems that allow for a deeper understanding of health system functioning. To date, 150 students have engaged in I-EQUIP with 40 projects

which have helped to enhance health services in Niagara and provided students with a valuable and unique learning experience.

Session 100: *Experiential Learning at Scale*

Presenters (Symposium Sponsor): **DANA STEPHENSON**, Director of Academic Partnerships and **DANIELA PICO**, Senior Account Executive, Riipen

Chair: **MICHELLE FACH**, Director, Open Learning and Educational Support, University of Guelph

Room: Carlyle A

Description: At this interactive session, participants will explore common opportunities and challenges to engaging in experiential learning at scale. The two presenters are the senior leads on the academic team at Riipen (a work-integrated experiential learning platform based in Vancouver), which has provided over 20,000 experiences to students in the past two years. The format will be structured to maximize engagement, with questions posed by audience members throughout. The key focus areas of the session (which may vary depending on audience interest and engagement) will be: an introduction to the Riipen platform, including discussion of the Ontario government-funded Career Ready Fund initiative, from which Riipen has received funding to support experiential learning at over a dozen schools across Ontario (10 minutes); a discussion of the key opportunities for students in experiential learning (including current students and alumni); a discussion of key challenges for educators (including equity-seeking and underrepresented groups); a discussion of assessment and measurement approaches to learning outcomes; and a discussion of key barriers and actions to overcome those barriers (sectoral, institutional, and programmatic) . Throughout the session, the Riipen team will focus on examples of innovation from different institutions in order to enabling sharing of expertise and experiences.

Session 103: *Widening Career Pathways for Arts and Social Science Graduates: Advanced Digital and Professional Training (ADaPT)*

Presenter: **WENDY CUKIER**, Diversity Institute, Ted Rogers School of Management, Ryerson University

Chair: **DAWN WHITE**, Manager, Academic Development and Quality Assurance, Algoma University

Room: Carlyle B

Description: The Advanced Digital and Professional Training (ADaPT) program was developed to reduce the gap between the skills of new university graduates and the skills required by employers in Canada's fastest growing sectors. Surveys with 200 employers, as part of a 2013 study, found that 28.3% of SMEs and 30.9% of large employers face challenges recruiting recent graduates, with "lack of technical skills among graduates" cited as an issue by 21.1% of these employers. The study also found gaps between recent graduates' perceptions of their own skills and employers' perceptions, with over 90% of recent graduates rating themselves highly proficient in oral communication and writing, compared to 47.6% and 39.4% of employers, respectively. This 60-minute interactive session will review new research and

innovative approaches to work integrated learning which can help bridge the skills gap and also reduce barriers to highly skilled employment opportunities for women, persons with disabilities, some racialized minorities and indigenous people.

Combined Sessions 40 and 90

(This 60-minute **combined session** includes two sequential presentations that are based on a similar presentation topic. Each will have 30 minutes to present and answer questions.)

Combined Session 40: *Expanding Horizons for PhDs: In and For Community*

Presenters: **MARTA STRAZNICKY** and **HEATHER MERLA** School of Graduate Studies, Queen's University

Chair: **JULIA COLYAR**, Senior Policy Analyst, Council of Ontario Universities

Room: Stevenson

Description: The paper will foreground Queen's PhD-Community Initiative (PhD-CI), an institutional-level experiential learning program for doctoral students. The focus will be on outcomes and lessons learned about designing effective EL activities specifically for graduate students. The PhD-CI launched in Fall 2016 as a means of fostering mutually beneficial collaborations between Kingston organizations and interdisciplinary teams of PhD students mentored by Queen's alumni and retirees. To date, nearly 50 students and 11 local organizations have participated in the Initiative, providing valuable insight into the benefits and challenges of translating the unique skills doctoral students bring to community-engaged research beyond their disciplinary training. Students gain experience working as part of an interdisciplinary team and build their professional skills (e.g., project management, leadership, interpersonal and inter-professional networking). Organizations leverage Queen's PhD students' talent, energy, and advanced research skills to help them meet a strategic goal. The program has had overwhelmingly positive results, including the identification of areas that pose unique challenges for graduate-level EL activities: targeted preparatory workshops/training, integration with formal program requirements, partnership agreements, learning outcomes, self-reflection, and the impact of the program on students' diverse professional and career goals.

Session 90: *Using MAESD's Career Ready Goals to Enhance and Expand Experiential Learning Across Diverse Graduate Programs Within the Context of an Urban University*

Presenter: **SANNE KAAS MASON**, Yeates School of Graduate Studies, Ryerson University

Chair: **JULIA COLYAR**, Senior Policy Analyst, Council of Ontario Universities

Room: Stevenson

Description: At Ryerson University's Yeates School of Graduate Studies (YSGS), programs offer experiential learning (EL) activities that support students' successful transition to the workforce, and the potential to expand career paths for students and graduates. In fact, a case can be made that EL is a defining feature of graduate studies at Ryerson University as students are engaged in ways that position their learning as a bridge between theory and real-world application to impact society and communities.

This presentation describes and reflects upon a project, supported by the MAESD Career Ready Fund (CRF), that reviews experiential learning activities within and across diverse programs within the Yeates School of Graduate Studies. Topics include: the process of developing a graduate-level university-wide research project to find out how programs design, develop, implement and evaluate EL opportunities; pedagogical theories and frameworks underpinning the research project; preliminary data on the successes and challenges experienced in this process; and, from the perspective of Faculty stakeholders: what supports and resources may serve to further enhance and expand relevant and meaningful EL experiences within and across programs.

Combined Sessions 67 and 105

(This 60-minute **combined session** includes two sequential presentations that are based on a similar presentation topic. Each will have 30 minutes to present and answer questions.)

Combined Session 67: *Building Capacity for Experiential Learning Using Online Tools*

Presenters: STEPHANIE HAYNE BEATTY, KELLY HOLLINGSHEAD and LISA DALE, the Student Success Centre, Western University

Chair: SANDY HOWE, Associate Director, Experiential Education, Brock University

Room: Seymour

Description: Community engaged learning (CEL) is a form of experiential education in which students engage in intentional learning activities that are designed to address community-identified needs (Jacoby, 1996). As interest in CEL increased on Western University's campus, the experiential learning team looked for ways to support faculty in delivering high quality CEL courses, and two key projects were identified.

Experiential Learning Central is an online toolkit that provides faculty with the resources to develop CEL courses in any discipline. Supported by Ontario's Productivity and Innovation Fund, the toolkit was built in OWL, Western's online learning management system. Faculty can access a how-to guide for course development, relevant articles, sample syllabi, and modules on designing learning outcomes and facilitating reflection.

The Foundations of Community Engagement, supported by eCampus Ontario, is a suite of three online learning modules: (1) Models of Community Engagement; (2) Deconstructing Power and Privilege; and (3) Building Effective Community Partnerships. These modules introduce students to experiential learning pedagogy (Kolb, 1984), build students' core knowledge of community engagement, and prepare students for meaningful collaborations with partnering community organizations.

This session will introduce participants to these shareable resources, and highlight their contributions to the growth and enhancement of CEL at Western over the past five years.

Combined Session 105: *Community, Computers and Collaboration- Creating a Blended EL Course*

Presenter: SARAH McLEAN, Physiology & Pharmacology, Anatomy & Cell Biology, Western University

Chair: SANDY HOWE, Associate Director, Experiential Education, Brock University

Room: Seymour

Description: Today's learners are eager students who aspire to make a difference and apply their knowledge. How can higher education support student learning and strengthen community ties? This session will highlight the design and implementation of the first community-engaged learning (CEL) course offered for the bachelor of medical sciences (BMSc) program at Western University, London, Ontario. Following a learning outcomes mapping exercise, it was identified that students lacked opportunities to engage with the community. Therefore, a new course was developed that focused on scientific inquiry, leadership, and healthcare issues in the London community such as socioeconomic status and health, addiction, and infertility. Students applied these skills by working on a term-long mutually beneficial project with a community partner. Each class session involved individual and group reflection. The culminating project was a deliverable for the community partner that was shared with faculty, peers, and community during a poster showcase. Attendees to this session will learn about the design and alignment of this course with learning outcomes. They will learn how OLMs were created to support student development. They will also hear about "lessons learned" from the first implementation of this course, from both the instructor and student perspective.

Video footage of student interviews will be shared with participants

Session 71: Conestoga Career Course Partnership Embeds Gamification, Experiential Learning

Presenters: LISA BAUMAN, School of Liberal Studies, Conestoga College and MARK FRANKLIN, Co-Founder OneLifeTools

Chair: JAMES BROWN, Chief Executive, Postsecondary Education Quality Assessment Board

Room: Rosetti A

Description: Conestoga College streamlined 25 career development courses in a pilot supported by MAESD's "Career Ready" project, resulting in four common-core courses featuring inventive localization, better aligned to the student context. To achieve this, Conestoga College has partnered with OneLifeTools to embed the narrative assessment tools, Who You Are Matters! game and Online Storyteller, into the curriculum of the four common-core courses. These courses have been aligned to MAESD's Guiding Principles for Experiential Learning so that students can be engaged in career clarification, experiential learning and authentic workplace exposure to guide their future careers.

Participants in this workshop will review the unique partnership that led to streamlined curriculum; assess OneLifeTools Game and Storyteller alignment with MAESD's experiential learning principles; and review the partnership plan for future sustainability.

Session 94: Pathways to Engagement: Learning outcomes and Curriculum Pathways for Community-Based Research

Presenters: STEPHEN HILL, JIM BLAKE, and MYSTAYA TOUW, School of the Environment, Trent University

Chair: DAPHNE BONAR, Office of Academic Excellence, George Brown College

Room: Rosetti B

Description: This presentation identifies a set of learning outcomes and curricular pathways that can help build students' competency to conduct research with community-based organizations. Trent University has participated in community-based experiential learning for many years, involving external community partners, who challenge students with research questions, problems, and research objectives. Ideally, these projects can strengthen university-community relationships, as the university provides meaningful service to the community and the community provides a real-life setting for student learning.

While senior undergraduates at Trent are offered the opportunity to pursue community-based research, they often lack experience, skills and necessary competencies to effectively work with community groups. There are no clear relatable prerequisites for students wishing to engage in community-based research. This has, in the past, at times resulted in research that was not as useful to community partners or in some cases generated challenging relationships between students and community partners. One aspect of this is the process for community-engaged learning can be very different from the traditional academic research with which students are familiar. Existing courses and co-curricular experiences are available to acquire many of these skills, yet there is little guidance for students to follow a scaffolded pathway of learning. We outline a set of course work and experiences that help students become effective community-based researchers.

Combined Sessions 16 and 65

(This 60-minute **combined session** includes two sequential presentations that are based on a similar presentation topic. Each will have 30 minutes to present and answer questions.)

Combined Session 16: Assessment of Learning Outcomes: A Mental Health and Wellness Orientation

Presenters: PATTI DYJUR, KIMBERLEY A. GRANT and KIARA MIKITA, Taylor Institute for Teaching and Learning, University of Calgary

Chair: IAN ORCHARD, Senior Director Academic, Ontario Universities Council on Quality Assurance

Room: Rosetti C

Description: Although many post-secondary institutions have developed and incorporated much-needed mental health initiatives at the institutional level, there is little conversation about strategies to ameliorate mental health and wellness at the course level. Two of the top stressors for students are their level of academic performance and the pressure to succeed. Therefore, learning outcomes, the assessment of them, and resulting student grades play a critical role in

student wellness. Instructor wellness is also a concern as many instructors deal with increasing student numbers and a heavier teaching load.

In this round table session we look briefly at some of the statistics of student and instructor wellness, top stressors, and possible symptoms in higher education. We then examine learning outcomes and in the context of wellness. After providing concrete examples of how assessment can be structured to mitigate anxiety, foster metacognition, and promote resilience, we invite attendees to provide their own strategies and ideas to foster wellness.

Combined Session 65: *Collaborating Across Campuses: How Western and Queen's are Working Together to Provide Global Experiential Learning Opportunities for Students*

Presenters: **KATE PLACIDE**, Experiential Learning, Western University and **KEVIN COLLINS**, Student Experience, Queen's University

Chair: **IAN ORCHARD**, Senior Director Academic, Ontario Universities Council on Quality Assurance

Room: Rosetti C

Description: When Queen's University sought to expand its Queen's Cares reading week program to include international opportunities, the institution immediately looked to other schools that were offering international experiences for students. Western's Alternative Spring Break program began in 2002 and experiences are now offered in 15 locations worldwide.

At the same time, Western Universities had aspirations of expanding their Alternative Spring Break program, being able to offer students a wider breadth of experiences that met students' diversified interests while at the same time maintaining an intimate and quality experience. The Experiential Learning team at Western was very open to sharing resources and together the two schools explored the opportunity to partner on experiences. Soon a partnership had formed and the two institutions began planning joint experiences for students in their respective cities and internationally.

This session will look at how the collaboration was developed and how the two universities are working together to align learning outcomes and design experiential learning opportunities. Coordinators from each institution will also share the challenges that they anticipate as they prepare to send more than 60 students on four different community-engaged learning experiences around the globe, and how they plan to address these obstacles.

Sponsored Reception: 5:00 pm – 6:30 pm
Churchill Courtyard

Day 2: Friday, October 12, 2018

Breakfast and Registration: 7:30 am – 8:30 am

Churchill Courtyard / Churchill Ballroom

8:30 am – 10:00 am

Plenary: Moving Forward on Experiential Learning: Tracking, Measuring, and Scaling Up

Presenters: **ANNA LATHROP**, Vice-Provost, Teaching, Learning and Student Success, Brock University, **MADELYN LAW**, Faculty Associate Experiential Education and Associate Professor, Department of Health Sciences, Brock University, **SUSAN McCAHAN**, Vice-Provost, Academic Programs and Vice-Provost, Innovations in Undergraduate Education and Vice-Provost, University of Toronto, **NORAH McRAE**, Associate Provost, Co-operative and Experiential Education, University of Waterloo, and **KRISTINE DAWSON**, Director, Co-operative Education, Career Services and Work-Integrated Learning, Conestoga College and President-Elect, CEWIL Canada

Chair: **JILL SCOTT**, Vice-Provost (Teaching and Learning), Queen's University

Room: Churchill Ballroom

Description: This panel will provide an overview of a pilot project currently underway in the university sector to tag undergraduate courses for experiential learning for purposes of enhancing the student educational experience, as well as sector measuring and reporting to government. It will also include a discussion of the opportunities and challenges of scaling up experiential learning in the university and college sectors.

Coffee Break: 10:00 am – 10:15 am

Sessions: 10:15 am – 11:15 am

Session 12: Assessing Experiential Learning Outcomes with Digital Technology: They Did it! What Did They Learn?

Presenters: **JULIE MUELLER** and **COLLEEN WILLARD-HOLT**, Faculty of Education, Wilfrid Laurier University

Chair: **MARY WILSON**, Director, Centre for Academic Excellence, Niagara College

Room: Scott A

Description: The proposed 60 minute Interactive Session introduces innovative technology-enhanced assessment of active learning in both face-to-face and on-line courses. Current calls for increased experiential learning in post-secondary courses and programs have resulted in expanded active learning and community experiences across programs. Learning outcomes vary from increased content knowledge to global competencies but assessment methods have

not necessarily kept pace. It is imperative that experiential learning outcomes are assessed and evaluated in equally authentic ways. We will share ways of using video to capture and assess students learning and interacting in community settings. Examples of e-portfolios in a Health and Physical Education course that include performance assessment, and digital media presentation approaches in an on-line learning theory course, will be shared, including samples, resources, and supporting research. The second half of the session will engage participants in an exercise in identifying, writing, and designing assessments for current and future experiential learning activities and courses.

Session 44: Setting the Foundation: Developing Co-operative Education Outcomes for Undergraduate Mathematics' Programs

Presenters: **LORI CASE**, Faculty of Mathematics, **JEREMY STEFFLER**, Cooperative Education and **VERONICA BROWN**, Centre for Teaching Excellence, University of Waterloo

Chair: **JENNIFER FRANCISCO**, Coordinator, Academic Change, Office of the Vice Provost, Academic Programs, University of Toronto

Room: Scott B

Description: In Fall 2017, the University of Waterloo's Faculty of Mathematics (Math) and the Co-operative Education department formed a Co-op Outcomes Working Group to develop co-operative education learning outcomes for undergraduate mathematics programs across the Faculty. Comprised of faculty and staff from several departments within Math and staff from several academic support units, the group focused on defining a set of learning outcomes, approved by the Faculty, to inform decisions related to strategic planning and to guide program improvement. Another key focus of the project was to clarify expectations in support of academic accommodations for students enrolled in co-operative education programs. In this interactive session, members of the Co-op Outcomes Working Group will lead participants through the process they used to develop their draft learning outcomes and share details of the stakeholder engagement process used to secure Faculty approval of the outcomes. In addition, the working group members will facilitate a discussion on the pros and cons of their approach.

By the end of this session, participants should be able to: (i) Identify approaches that can be used to develop learning outcomes for co-operative education programs; and (ii) Engage stakeholders with diverse backgrounds in the development of learning outcomes.

Session 52: Network-based Outcomes Assessment for Program Improvement

Presenters: **BRIAN FRANK**, Faculty of Engineering and Applied Science and **JILL SCOTT** Office of the Provost and Vice-Principal, Queen's University

Chair: **LORRAINE DAVIES**, Associate Vice-Provost, School of Graduate and Postdoctoral Studies, Western University

Room: Wren

Description: This session will start by describing and comparing several institution-wide approaches to assess learning outcomes development in order to inform program improvement. The approaches presented include assessing outcomes within courses, externally scoring course artefacts using generic rubrics, and using standardized tests. Data and conclusions drawn from five years of institutional assessment at Queen's University will be used to illustrate the impact of the process and data. This includes a better connection between courses in a program, improved alignment between course goals and delivery, redeveloped assignments, and a network of instructors discussing both assessment and overall teaching. Participants will have an opportunity to work with some samples to illustrate the approaches. This will be used to initiate group discussions to explore current assessment initiatives, and interest in forming a network of institutions doing learning outcomes assessment to inform program improvement. Social change literature identifies that instructors are heavily influenced by disciplinary norms, suggesting that pan-university collaboration is a powerful way to influence assessment and program delivery.

Session 61: Writing Vocational Learning Outcomes

Presenter: **KAREN BELFER**, Ontario College Quality Assurance Service

Chair: **JULIA COLYAR**, Senior Policy Analyst, Council of Ontario Universities

Room: Carlyle A

Description: When the Ontario College System was established in 1967, the mandate of the colleges was to provide quality postsecondary education for students, qualified employees for employers and economic development in regions throughout the province. The colleges still hold the responsibility of delivering vocationally relevant education. To support the colleges in program delivery the Credential Validation Service (CVS) validates and provides quality assurance on the development of Vocational Learning Outcomes (VLOs) for all Ontario College credentials.

This workshop focuses on the purpose, development and management process of Vocational Learning Outcomes (VLOs). We will discuss why learning outcomes are important in the Ontario College System, how VLOs differ from program learning outcomes, and why strong VLOs are important to quality program development. Furthermore, we'll provide suggestions on how curriculum developers can assist faculty to translate VLOs into course learning outcomes to be implemented in their teaching.

Participants will be invited to engage in discussion and review of sample VLOs. Through applying principles of strong VLOs, participants will critique existing VLOs and create new VLOs. The outcome of the workshop will be the ability to improve and/or develop outcomes that have a relevant and measurable vocational focus.

Session 17: Mapping Life-long Learning: A Deep Dive into a Graduate Attribute

Presenters: **PATTI DYJUR** and **KIMBERLEY A. GRANT**, Taylor Institute for Teaching and Learning, University of Calgary

Chair: MARCIA MOSHÉ, Interim Vice-Provost, Academic, Ryerson University

Room: Carlyle B

Description: The Canadian Engineering Accreditation Board requires that Engineering faculties must document the learning activities and assessment plan for each of twelve graduate attributes (Engineers Canada, 2017). Life-long learning is one of those graduate attributes, and one that some instructors find particularly tricky. How does one teach life-long learning? And how is it then assessed?

In this session we will demonstrate how we conceptualized a thorough investigation into a particular graduate attribute. Although the session focuses on life-long learning, we will discuss general principles for creating detailed curriculum maps in a specific area of inquiry. After a demonstration, we will break into small groups to discuss how the process could be used to focus in on other areas.

By the end of the session, participants will be able to:

- Critique the example used in the workshop.
- Identify one or two learning outcomes that they could investigate in detail.

Session 27: Reporting, Relating, Reasoning, Restructuring: Actionable Learning Outcomes that Define Reflection

Presenters: GENEVIÈVE MAHEUX-PELLETIER and LISA M. ENDERSBY, Teaching Commons, York University

Chair: DAWN WHITE, Manager, Academic Development and Quality Assurance, Algoma University

Room: Stevenson

Description: This session is designed to extend our understanding of an important if sometimes overlooked component of experiential learning, namely the process of critically reflecting on experience to augment learning. A key component of the experiential learning cycle (Kolb, 1984), reflection is often 1) ill-defined and 2) assumed to be an intuitive skill (Ryan, 2013). These two facts can explain in large part why students struggle to meet the intended learning outcomes for critical, in depth reflection demanded in numerous activities and assignments related to experiential learning. They tend to only report on experience, something their instructors often see as inadequate. However, reporting is in fact a necessary if insufficient step in a more cyclical and scaffolded model that emphasizes the construction of critical reflection over multiple, supported stages: after reporting come relating, reasoning, and restructuring.

We will offer participants the opportunity to explore an expanded model of reflection that can be modeled, taught, and assessed. It is particularly helpful for articulating learning outcomes that both describe and scaffold the reflective process, hence providing appropriate learning goals. By session end, participants will be able to use the model to generate learning outcomes and align appropriate course activities and assignments.

Session 29: Key Challenges for the Development and Implementation of an OSCE for Optometric Education

Presenter: **PATRICIA HRYNCHAK**, School of Optometry and Vision Science, University of Waterloo

Chair: **ALASTAIR WOODS**, Senior Policy Analyst, Council of Ontario Universities

Room: Seymour

Description: The Objective Structured Clinical Examination (OSCE) is a performance-based examination in which students are evaluated while demonstrating various clinical skills (e.g., history taking, making a diagnosis, analyzing test results) as they rotate through a series of stations. It is able to assess performance at the “shows how” level of Miller’s pyramid of assessment. The OSCE has been rigorously evaluated with an extensive body of research and has become the international ‘gold standard’ for evaluating whether students have met pre-determined learning outcomes. The results of the OSCE can inform evaluation of the doctor of optometry program thereby improving the program and will provide assurance that the individual student is ready to challenge the Optometry Examining Board of Canada’s examinations. This talk will focus on the key challenges to this initial implementation of the OSCE in the doctor of optometry program at the University of Waterloo. These issues include securing development funds in a resource constrained environment, overcoming resistance to change, initial faculty development time, increased administrative staff time commitment (e.g., organizing standardized patients annually), standardized patient costs and ongoing funding.

Session 22: Serious Games, Virtual Reality and Open Gameworlds: Toward Authentic Alignment

Presenters: **DAVID CHANDROSS**, Ryerson University; **RAQUEL MEYER**, The Center for Learning, Research and Innovation, Baycrest Health Sciences; **EILEEN DeCOURCY**, **MARK IHNAT**, The Center for Teaching and Learning, Humber College

Chair: **SALLY HEATH**, Manager: Academic Program Development and Review, Wilfrid Laurier University

Room: Rosetti A

Description: Open gameworlds are the cutting edge of higher education technology and provide unsurpassed ability for instructors to monitor learner progress and set goals which encourage content exploration, social connectedness, competition or achievement. Smart learning game apps provide moment to moment feedback to both students and instructors using course analytic software more detailed than traditional LMS course reports. This provides educators with the ability to assess knowledge through measurement of player behaviors and decision-making in virtual space.

Participants will have the opportunity to play an award-winning game and to view virtual reality experiences designed to train health care workers in order to understand how game mechanics, mixed reality and learning outcomes are aligned. This process of integration of content, micro-design of course elements and ongoing analytics provides continuous learner and faculty evaluation through achievements, badges and titrated challenge. Through a series of gamified

experiences, we will review how serious games improve skill acquisition, motivation / engagement and learner achievement tracking.

Authentic alignment gameworlds are designed to enable granularity in training with the primary goal of skill rehearsal and enabling learners to identify target behaviors which are associated with success in higher education according to current research literature.

Session 28: Acceptance Rates and Work Correlation in Experiential Programs at Osgoode Hall Law School

Presenters: **RICHARD HAIGH** and **MICHAEL MCNEELY**, Osgoode Hall Law School, York University

Chair: **CINDY ROBINSON**, Operations Director, Quality Council Secretariat

Room: Rosetti B

Description: Osgoode Hall Law School is the leading law school in Canada in terms of the numbers of experiential programs and students who subscribe to those programs.

The Office of Experiential Learning at Osgoode collects some data on students who apply to any one of the nineteen clinical and intensive legal programs offered each year. These programs provide students with hands-on experience in a wide variety of legal fields; programs include the Advanced Business Law Workshop, the Intensive Program in Aboriginal Lands, Resources & Governments, and the Intensive Program in Poverty Law at Parkdale, to name just three.

The proposed session is based on an empirical analysis of data about student enrollment in experiential programs and their subsequent early career choices. At present, it is not well understood at Osgoode – or in law schools generally – which experiential learning programs are sought out by underrepresented groups within the law profession, such as racialized, Indigenous and disabled students requiring accommodation. Neither is it known whether these experiential programs correlate with subsequent career choices. We hope, through analysis of student-generated data, to assess the equity of access in experiential learning and then to assess how the career choices of students relate to the programs they enrolled in.

Combined Sessions 3 and 6

(This 60-minute **combined session** includes two sequential presentations that are based on a similar presentation topic. Each will have 30 minutes to present and answer questions.)

Combined Session 3: Creative Problem Solving - Driving Innovation

Presenter: **JOSEPH DUDA**, McKeil School of Business, Media and Entertainment, Mohawk College

Chair: **JULIE PARNA**, Director, Academic Programs and Policy, York University

Room: Rosetti C

Description: Creativity in the broadest sense of the term has become a greater driving force of innovation than ever before - especially in the new 'gig economy'. Both post-secondary institutions as well as business and industry are having to negotiate this emerging reality.

This has particular relevance in regards to experiential learning opportunities sought and offered while academic/community partnerships grow. In order for graduates to be better prepared to meet the diverse and fluid challenges inherent in the new economy, the ability to conceive and deliver effective and relevant creative solutions has become an increasingly valuable asset.

The purpose of this presentation then is to explore the role that creative problem solving plays from not only the perspective of students and faculty but also with business and industry partners. How does that reflect the realities of the marketplace, expectations of the private sector (or even non-profits) and maximize experiential learning outcomes to make graduates more career ready? That's what I hope to explore.

Combined Session 6: *Enhancing Experiential Learning through Search Engine Marketing Campaigns*

Presenter: **KAI-YU WANG**, Goodman School of Business, Brock University

Chair: **JULIE PARNA**, Director, Academic Programs and Policy, York University

Room: Rosetti C

Description: This proposed session aims to introduce a teaching innovation initiative (search engine marketing campaign with a real budget) in a digital marketing course. This initiative provided students an opportunity to run a search engine marketing (SEM) campaign partnering with local businesses with the Google AdWords and Google Analytics in a service-learning project. After developing a SEM proposal, each team was offered \$300 to run the campaign over a two week period. At the end of the campaign, each team presented the results to their community partner and submitted a written report. The detailed process of setting up and running the campaign, students' learning outcomes and community partners' feedback will be reported and discussed.

Travel: 11:15 am – 11:30 am

11:30 am – 12:30 pm

Plenary: Higher Education Business Roundtable

Presenters: **BRIEN K. CONVERY**, Director, Talent Acquisition, Early Talent Attraction and Engagement, RBC and **VALERIE WALKER**, Vice President of Talent and Skills at the Business Council of Canada

Chair: **ALAN HARRISON**, Past Interim Executive Director, Ontario Universities Council on Quality Assurance

Room: Churchill Ballroom

Description: How do students articulate learning outcomes after graduation? As jobs and expectations for new graduates change, students must be able to draw on their educational experiences to put their skills to work. In this session, Valerie Walker (Executive Director, Business/Higher Education Roundtable) and Brien Convery (Director, Early Talent Acquisition, Attraction and Engagement, RBC) discuss how changing labour market skills, information and practices are shaping how students and employers match. They will be joined by recent university graduates, who will tell their own stories about the successes and challenges of school-to-work transition.

Lunch: 12:30 pm – 1:30 pm

Churchill Courtyard / Churchill Ballroom

Sessions: 1:30 pm – 2:00 pm

Session 26: *Fire Keepers: Experiential Learning of Indigenous Knowledge at Trent*

Presenters: **CATHY BRUCE**, Teaching and Learning and **BOBBY HENRY**, School of Education, Trent University

Chair: **JACQUELINE MULDOON**, Provost & Vice President Academic, Trent University

Room: Scott A

Description: Trent University is offering an experiential learning opportunity for students in Education programs where aspiring teachers learn to host social fires in the School of Education tipi, and work with Elders and Traditional Knowledge Keepers. During this experiential learning placement, which is modelled on the Trent-wide Fire Keepers program, participants will (i) build positive relationships and community with Knowledge Keepers and with those attending the fires; (ii) understand and apply protocols and practices while hosting a social fire; (iii) infuse Indigenous Knowledge into the education program; (iv) collaborate with the First Peoples House of Learning who provides the necessary safety training and traditional protocols of hosting a social fire; (v) demonstrate safety of handling an axe, caring for a burn, starting and putting out a fire. Fire Keepers will also support the organization of the annual Elders and Traditional Peoples Gathering in the fall term. The overall learning outcomes of the placement for participants involve gaining a deeper understanding of Indigenous Knowledge, perspectives and practices, while developing leadership skills. In this session, details of the on-campus Fire Keepers experiential learning placement will be shared, along with outlining wise practices for fire keeping training programs.

Session 14: *International Assessment of Generic Skills*

Presenters: **DORIS ZAHNER** and **KELLY ROTHOLZ**, Council for Aid to Education (CAE)

Chair: **MICHEL LAURIER**, Adjunct Professor, Faculty of Education, University of Ottawa

Room: Scott B

Description: International assessments in higher education are challenging because differences across countries (e.g., educational systems, SES) increase the complexity of testing (Blömeke, Zlatkin-Troitschanskaia, Kuhn, & Fege, 2013). This becomes more challenging when using performance-based assessments which are becoming more prominent in assessment programs (Kahl, 2008; Penfield & Lam, 2000).

However, international assessment is important because with a global economy, national leaders want to know how well their universities are preparing students, educators want to know how to improve teaching and learning, graduating students want credible, third-party evidence (certificates) of their skill levels obtained when they graduate to show potential employers, and employers want credible evidence of the skills of their job applicants beyond university grades.

In 2017, CAE, in collaboration with the OECD, launched CLA+ International, a performance-based assessment of generic skills for the tertiary education sector. CAE is adapting, translating, administering, and scoring CLA+ for students in the UK, Mexico, Chile, and Finland. Additional participating countries are currently being recruited and may include Paraguay, Peru, Hungary, and Croatia.

The objective of this presentation is to illustrate the use of CLA+ as an example of international assessment of generic skills, which have been deemed by all stakeholders to be very important in today's knowledge economy.

Session 31: Service Learning in an Introductory Management Accounting Class

Presenters: STACI KENNO and GLENN SKRUBBELTRANG, Goodman School of Business, Brock University

Chair: NADIA TIMPERIO, Office of Graduate Studies, University of Guelph

Room: Wren

Description: In an attempt to address our perceived need for connecting theoretical constructs within the classroom to practical applications of these constructs, we have started creating a bank of service learning cases easily implemented in first year management accounting courses. The objective of these cases is to provide students with any early look at real life cases, some interaction with the clients and a project that spans much of the semester. In later years, students will see more demanding projects that will sometimes be vaguely defined by the client and the students will have to draw upon problem solving skills to deliver to the client something that adds value and potentially solve the client's problem. In attempting to prepare the students for larger more demanding projects in their later years, these are structured cases, with specific questions, specific problems. There is some ambiguity to these cases and students are given the opportunity to ask the client questions on a specific date. We have now integrated these cases across four semesters and conducted a reflection survey that was cleared through ethics for research purposes. Some of this data will be shared during our presentation.

Session 102: Aligning Outcomes and Experiences in a New Indigenous Studies Minor

Presenters: **LORI CAMPBELL**, St. Paul's University College, Waterloo Indigenous Education Centre and **TREVOR HOLMES**, Centre for Teaching Excellence and Women's Studies, University of Waterloo

Chair: **JAMES BROWN**, Postsecondary Education Quality Assessment Board

Room: Carlyle A

Description: The University of Waterloo is known as an entrepreneurial, innovative, and experiential institution; it has had, unfortunately, no academic program devoted to Indigenous Studies in its sixty-year history. A small, loose collection of existing courses in different disciplines, some currently taught and some not taught in some time, were until this year the only options for students. Since the TRC report, an appetite for learning among faculty, staff, and students has precipitated action on our part at St. Paul's. We have devised a core set of courses and identified existing electives to constitute a Minor. Having taught one such core course already, I have noticed the stark difference between learners at this institution, and learners elsewhere. While very interested, active, and engaged, the non-Indigenous students are both the majority of the students in the class and much less prepared in terms of history and concepts. In this interactive presentation, we will outline some challenges in designing place-based, experiential learning to meet outcomes for both Indigenous and non-Indigenous learners with different levels of background preparation, in a way that connects with local practices and local communities without being either voyeuristic or touristic. Participants will have a chance to offer their own strategies for working with similar challenges, and share successes from new or established programs.

Session 2: Under Our Noses: Existing Assessments as Critical and Creative Thinking Milestones

Presenters: **PAISLEY WORTHINGTON** and **JOHN DAWSON**, Molecular and Cellular Biology, University of Guelph

Chair: **BRIAN FRANK**, Associate Dean (Teaching and Learning), Faculty of Engineering and Applied Science, Queen's University

Room: Carlyle B

Description: Critical and creative thinking is widely regarded as an essential outcome of post-secondary education, but how exactly do our programs support students as they develop these skills? Our work aims to understand how problem solving assignments push students to deepen their critical and creative thinking skills.

We have developed and validated a tool that characterizes assignments based on the problem solving challenge they pose to students. Used on multiple assignments throughout a program, this tool can help educators gauge how our problem solving expectations change as students move through their degree.

Participants in this workshop will have the opportunity to test-drive this tool and explore it can be used to understand how entire programs function to support students' development of critical and creative thinking skills.

Session 77: Histories of Settler-Indigenous Relations in Huronia: Experiences and Outcomes of a Land- and Water- Based Course

Presenter: GARY PLUIM, Faculty of Education, Lakehead University

Chair: IAN ORCHARD, Senior Director Academic, Ontario Universities Council on Quality Assurance

Room: Stevenson

Description: This session will explore the experiences and outcomes of a travelling university course during which students learned about the histories of Indigenous and Settler relations in Huronia, Ontario. A land- and water-based course implemented this spring, this inquiry-based experience was constructed to connect pressing contemporary issues highlighted by the Truth and Reconciliation Commission reports with the histories of and relations between Settler and Indigenous populations in the Huronia region. The central pedagogical approach of the course was a journey to and through significant historical sites by canoe, bike, and foot that enabled learners to investigate the patterns of settlement and their implications on relations in the region. The outdoor, travelling focus of the course was constructed to connect learners with the land, the waters, and the ancestors of the region, and as a relatively unique pedagogy in university settings, may offer insights, learnings and possibilities for bridging traditional and Indigenous pedagogies. In this session I will share highlights, reflections, insights, and observations of student experiences, and suggest prospective outcomes that were unique to the experiential, land-based pedagogy of this course.

Focus of the Session:

- The integration of Indigenous knowledge into experiential learning opportunities
- Experiential learning partnerships involving universities, museums, and First Nations communities

Session 62: Team-work: Assessment Guidelines

Presenter: KAREN BELFER, Ontario College Quality Assurance Service

Chair: TRACY GEDIES, Centre for Academic Excellence, Fanshawe College

Room: Seymour

Description: Why is it that while interpersonal skills are expected to be taught as Essential Employability Skills (EES) in all the basic credentials of the Ontario College System (Certificates, Diplomas and Advanced Diplomas), they are still one of the 'soft-skills' that employers feel that applicants are still lacking? (Sander, 2017). Educators, who have been implementing collaborative learning approaches to facilitate the development of these interpersonal skills, are frustrated, too. These learning approaches often increase the workload and time management for all involved.

This suggests that the focus on teaching of interpersonal skills is not resulting in improved learning. As Battersby (1999) highlights, learners benefit from meaningful assignments coupled with useful feedback to improve performance. Following this logic, we observed educators implementing team-work activities, and while instructors may be very good at assessing the product/content of the learning, they have not been as purposeful in the assessment of the collaborative process.

This session will address the principles/guidelines to implement team-work learning/assessment activities. We believe that through application of these guidelines, educators will be better able to engage learners, and thereby prepare graduates to meet employers' expectations of interpersonal skills in the workplace.

Session 85: Faculty Course Alignment Workshops in Support of Developing Course Learning Outcomes

Presenters: SCOTT ANDERSON, DAVID HA, and BOB SPROULE, School of Accounting and Finance, University of Waterloo

Chair: AMANDA MCKENZIE, Director, Quality Assurance (Academic Programs), University of Waterloo

Room: Rosetti A

Description: In response to revisions of program outcomes, the School of Accounting and Finance (SAF) and the Centre for Teaching Excellence (CTE) at the University of Waterloo collaborated to design and deliver a series of three Course Alignment Workshops customized for SAF faculty. Referring to the work of Biggs (2014), the workshops are intended to support and encourage development of learner centred course learning outcomes (LOs), and alignment of assessments and learning activities with the LOs through individual work and peer feedback. In addition, faculty are encouraged to consider how their courses contribute to broader program-level outcomes. The workshops were piloted in January 2017 and have been revised and offered three more times so far.

In this session we will briefly outline the background and factors that led to the development of the workshop series, what happens in each of the three workshops, and discuss successes and challenges we've encountered. We'll also share preliminary results from a survey faculty complete after they teach the course they worked on in the workshops. The survey will be used for continuous improvement and quality enhancement. We'll draw on experience of participants to explore other approaches in support of faculty developing course learning outcomes.

Session 34 Critical Thinking and Communication Skills: A Conceptual Analysis Task for Undergraduate Philosophy Students Modeled on Elements of the Socratic Method

Presenter: JAMES R CONNELLY, Philosophy, Trent University Durham GTA

Chair: ALASTAIR WOODS, Senior Policy Analyst, Council of Ontario Universities

Room: Rosetti B

Description: In this session, I will describe a conceptual analysis task for use with undergraduate philosophy students, based on elements of the Socratic method. Moreover, I will identify the associated learning outcomes, and explain how to assess whether they have been met. The task requires students to formulate, communicate, and defend a Socratic definition for a controversial, or problematic concept, such as 'death,' or 'consent.' They are also required to identify, consider, and respond to foreseeable counter-examples to their proposed definition. The task aims to assist undergraduate students to acquire and develop a variety of fundamental, and transferable philosophical skills, including critical thinking abilities, as well as communication strategies. Such skills include: identifying the main features, or characteristic marks of a concept; considering the logical, ethical, and/or legal implications of those features; clearly identifying a position, and defending it using reasons; engaging in respectful, and considerate but critical philosophical dialogue. The task aims to improve student's philosophical thinking and writing, as well as gain experience, and confidence in publicly communicating their ideas and research. In essence, the task serves as a playful, fun, yet challenging introduction to what Robert Brandom (2000) has called 'the game of giving and asking for reasons.'

Session 75: Building Conceptual Awareness: Experiential Learning and the Degree Level Standard

Presenters: **Wm. PAUL MEAHAN**, and **MELISSA BARNARD**, Centre for Academic Excellence and the School of Design, Fanshawe College

Chair: **HILLARY BARRON**, Senior Quality Assurance Officer, Quality Council Secretariat

Room: Rosetti C

Description: All honours baccalaureates in Ontario require that students "learn appropriate applications of conceptual frameworks."** PEQAB – the body that assesses "the educational quality of [...] degree programs in Ontario"** – requires a coherent conceptual degree foundation and the associated awareness of it in graduates, while graduate and professional schools are keen to see the methodological complexity of college degrees. A college degree program team needs to define a coherent conceptual or theoretical program framework that satisfies the degree level standard and is relevant to the field of study. Such a framework provides faculty with decision-making guidance for program curriculum generally and course content and learning outcomes more specifically. At Fanshawe College, we have developed a tool to guide our degree program teams through the process of establishing and articulating their conceptual frameworks. Colleges are required to offer degrees "oriented to an occupational field of practice,"* so our conceptual frameworks must be both intellectually rigorous and fundamentally tied to experiential learning. In this session, participants will engage with our Bachelor of Environmental Design and Planning program to see how this particular degree leads its students through increasingly complex experiential learning opportunities that satisfy the conceptual sophistication required of degree-level graduates.

Coffee Break/Travel: 2:00 pm – 2:15 pm

2:15 pm – 3:15 pm

Plenary: Large-Scale Assessment of Student Learning

Presenters: **JILLIAN KINZIE**, Associate Director, NSSE Institute, Indiana University Centre for Postsecondary Research and **MARTIN HICKS**, Executive Director, Data and Statistics, HEQCO

Chair: **ALAN HARRISON**, Past Interim Executive Director, Ontario Universities Council on Quality Assurance

Room: Churchill Ballroom

Description: Jillian Kinzie and Martin Hicks will each speak about large-scale assessment of student learning. The VALUE Institute, the AAC&U project with which Jillian is associated, uses "authentic tasks" as evidence of learning: assignments that are already part of a student's course requirements are marked using rubrics to assess core competencies. At least two Ontario universities, along with many US universities, are submitting samples of authentic student work for assessment. By contrast, EASI and PAWS, the HEQCO projects with which Martin is associated, use standardized tests that are internationally recognized. In this case, the marking is done by a computer, which speeds up the assessment considerably. But standardized tests, unlike authentic tasks graded with rubrics, are not part of any course student participants are taking, which raises questions about their motivation level.

3:15 pm – 3:30 pm

Wrap Up/Closing Comments: **ALICE PITT**, Chair of the Program Planning Committee and Vice Provost Academic, York University

Churchill Ballroom

Invited Speaker and Presenter Bios

Keynote Speaker: Ryan Craig (Thursday, October 11, 2018, 1:00 pm – 2:00 pm Churchill Ballroom)

Ryan Craig is managing director of University Ventures, an investment firm reimagining the future of higher education and creating new pathways from education to employment. He is the author of College Disrupted: The Great Unbundling of Higher Education and his commentary on “where the puck is going” in higher education regularly appears in Forbes, Inside Higher Ed, TechCrunch, and VentureBeat, among others. Prior to founding University Ventures, Craig led the education and training sector at Warburg Pincus where he was the founding director of Bridgepoint Education Inc. (NYSE: BPI), one of the largest online universities in the United States. Craig has also served as an advisor to the US Department of Education and worked with various colleges and universities, such as Columbia and UCLA. Craig lives in Pacific Palisades, CA, with his wife Yahlin and his three boys, Leo, Hal, and Zev, whose antics often appear in his articles. Decades ago, when college tuition wasn’t as high and most graduates were able to land good first jobs, Craig was the beneficiary of a traditional postsecondary education experience with bachelor’s degrees summa cum laude and Phi Beta Kappa from Yale University and a law degree from the Yale Law School.

Plenary: Moving Forward on Experiential Learning: Tracking, Measuring, and Scaling Up (Friday, October 11, 2018, 8:30 am – 10:00 am, Churchill Ballroom)

Presenters:

Kristine Dawson, Conestoga College and President-Elect, CEWIL Canada

Kristine holds an honours BBA from Brock University, and an MBA from Niagara University and has worked within the province of Ontario in the post-secondary education sector for over 18 years, in both college and university environments. She has held functional roles in co-operative education, career services, marketing & communications and recruitment and has had leadership responsibility for co-operative education at Brock University, as well as Co-op, Career Services and funded programs at Niagara College. Kristine is currently the Director, Co-op, Career and Work-Integrated Learning at Conestoga College, in Kitchener, Ontario. At Conestoga, Kristine is responsible for the teams that support transition to workplace activities for students, graduates, alumni and Employment Ontario supported community members. Kristine is a long-time member of Co-operative Education and Work-Integrated Learning (CEWIL) Canada (formerly CAFCE), EWO, served as Chair of the Heads of Co-op Committee for Colleges Ontario, as well as numerous CACEE committees and boards. Kristine has served on the CEWIL Board of Directors as the Director-at-Large Colleges, and begins her term as President in October 2018.

Anna H. Lathrop, Brock University

Anna H. Lathrop was appointed to the position of Vice-Provost, Teaching and Learning on September 1 2012. Anna first joined Brock University in 1989 as a lecturer in the Department of Physical Education in the Faculty of Applied Health Sciences. In 1989 she received her MA

(Honours) from the University of Western Ontario and in 1997 she received her Ed.D from the University of Toronto. Anna was appointed an Assistant Professor in 1997, Associate Professor in 1999, and Professor in 2004. She has served as the Chair of the Department of Physical Education and Kinesiology, Chair of the Department of Recreation and Leisure Studies, two three-year terms as Associate Dean in the Faculty of Applied Health Sciences, and a term as Interim Dean of the Faculty of Applied Health Sciences.

Anna's areas of research includes feminist analyses of women and gender in higher education, the history of physical education and sport, children and physical activity, and strategies for student success in higher education. Her distinctions include the Brock University Distinguished Teaching Award (2000); the Ontario Confederation of University Faculty Association Award for Outstanding University Teaching (2000); the 3M Teaching Fellowship Award for Canada (2001); the Ontario Leadership in Faculty Teaching Award (2007-2008) and the Brock University Chancellor's Chair for Teaching Excellence (2012).

Madelyn Law, Brock University

Madelyn Law has an undergraduate degree in sport management (Brock'99), masters in sport psychology (Queen's University'01) and a PhD in health administration (University of Toronto'11). Madelyn's research focuses on the creation of high performance systems through the lens of organizational culture, change management and quality improvement. Madelyn is the founder and Director of I-EQUIP which is the Interprofessional Education for Quality Improvement Program where she engages community partners and students in the health sector to improve the quality of health services. Madelyn is also the Faculty Associate for Experiential Education (EE) at Brock where she supports Brock's vision to advance EE in courses across the campus.

Susan McCahan, University of Toronto

Susan McCahan is a Professor in the Department of Mechanical and Industrial Engineering at the University of Toronto. She received her B.S. (Mechanical Engineering) from Cornell University. After completing her undergraduate degree, she worked as an Associate Engineer with RCA/GE before returning to university to complete a M.S. and Ph.D. (Mechanical Engineering) at Rensselaer Polytechnic Institute. Prof. McCahan is currently the Vice-Provost Academic Programs and the Vice-Provost, Innovations in Undergraduate Education at the University of Toronto. Previously, she had the position of Vice Dean, Undergraduate and before that the Chair of First Year in the Faculty of Applied Science and Engineering at the University of Toronto.

Prof. McCahan's research is in the field of Engineering Education, which is aligned with her administrative portfolio at the University. She has published in the area of Universal Instructional Design and more recently on learning outcomes for skill development and valid assessment methods for measuring learning outcomes. Her research examines the learning environment as a designed system, and takes an engineering design approach to reimagining the learning experience. Her current administrative portfolio revolves around reimagining the undergraduate academic experience across the university and touches into pedagogical innovation programs,

educational technology and academic data systems, course evaluations, work-integrated learning and pathway programs.

Norah McRae, University of Waterloo

Norah McRae, PhD, is Associate Provost, Co-operative and Experiential Education at the University of Waterloo. Her involvement in co-operative and work-integrated education spans more than twenty years, over which time she has led strategic program development and research on student engagement, community-engaged learning and intercultural competency development.

In 2016, she was awarded the Albert S. Barber award from the Canadian Association for Co-operative Education (CAFCE) for outstanding contributions to the field of co-operative education in Canada and was co-recipient for the BCCIE Award for Outstanding Program in International Education. In 2013/14 she was awarded the CAFCE Service Award for meritorious service to the association and in 2012 the CAFCE Graham Branton award for research excellence.

Her doctoral research examined conditions that enabled transformative learning during work-integrated education and led to the development of a preliminary theoretical model for learning during work-integrated education. Norah has been published in the International Handbook for Co-operative and Work-Integrated Education, the Asia-Pacific Journal for Co-operative Education, CEIA Journal and The World is my Classroom: International Learning and Canadian Higher Education.

She is a faculty member for the WACE Planning Institute for Global and Experiential Education and the WACE Assessment Institute. Norah has served as President of the Canadian Association for Co-operative Education and is an Executive member of the World Association for Co-operative and Work-integrated Education Board of Directors.

Plenary: Higher Education Business Roundtable (Friday, October 11, 2018, 11:30 am – 12:30 pm, Churchill Ballroom)

Presenters:

Brien K. Convery, Early Talent Attraction and Engagement, RBC

Brien Convery is an accomplished, results-driven executive professional with 28 years of diversified and progressive experience spanning a wide range of industries and disciplines both in the private and public sectors across the globe.

As Director, Early Talent Acquisition, Attraction and Engagement, at RBC, Brien leads the Canada campus recruitment teams to attract, engage, recruit and mentor top student talent at one the world's leading financial institutions.

As a champion for diversity and inclusion, Brien holds the title of Vice-Chair Recruitment and Mentorship for the RBC PRIDE Employee Resource Group focusing on the LGBTQ+ employees and community at-large.

Currently, Brien is an Employer Representative Board Member for Co-operative Education and Work Integrated Learning Canada (CEWIL). Brien also sits on a number of post-secondary advisory boards and holds a Bachelor of Science Degree in Business Administration, Management and Operations from the University of Hartford, Connecticut.

Follow Brien and his Early Talent Acquisition, Attraction and Engagement Team on Twitter: @BrienKConvery @RBC4Students

Valerie Walker, Business Council of Canada

Val Walker leads the Business/Higher Education Roundtable (BHER). Made up of the heads of Canadian companies, universities and colleges, BHER works to support young Canadians as they transition from education to the workplace, strengthen research collaboration between industry and institutions, and help Canadian employers as they adapt to the economy of the future.

Beyond this work, Val consults and advises government officials, academics and private sector leaders on changing trends in training and skill development and speaks regularly on innovation and talent.

Prior to joining the Council as Vice-President of Talent and Skills, Val was the Director of Policy at Mitacs. She holds a PhD from McGill University and is an alumna of the Government of Canada's Recruitment of Policy Leaders Program.

Plenary: Large-Scale Assessment of Student Learning (Friday, October 11, 2018, 2:15 pm – 3:15 pm, Churchill Ballroom)

Presenters:

Jillian Kinzie, NSSE Institute, Indiana University Centre for Postsecondary Research

Jillian Kinzie is Associate Director of the Indiana University Center for Postsecondary Research and the National Survey of Student Engagement (NSSE) Institute. She conducts research and leads project activities on effective use of student engagement data to improve educational quality, and serves as senior scholar with the National Institute for Learning Outcomes Assessment (NILOA) project.

She is co-author of *Assessment in Student Affairs* (2016), *Using Evidence of Student Learning to Improve Higher Education* (2015), *Student Success in College* (2005/2010), and *One Size Does Not Fit All: Traditional and Innovative Models of Student Affairs Practice* (2008/2014) and has published in many journals including the *Journal of Higher Education*, *Journal of College Student Development*, *Liberal Education* and *New Directions for Teaching and Learning*. She is co-editor of *New Directions in Higher Education* and serves on the boards of the Washington Internship Institute, and the Gardner Institute for Excellence in Undergraduate Education. She received the Robert J. Menges Honored Presentation by the Professional Organizational Development (POD) Network in 2005 and 2011.

Jillian's research interests include assessment of college and university quality, first year

student development, teaching and learning in college, equity and student success in college, high-impact practices, learning outcomes assessment, and women in underrepresented fields.

Jillian earned her PhD from Indiana University in higher education with a minor in women's studies. Prior to this, she served on the faculty of Indiana University and coordinated the master's program in higher education and student affairs. She also worked in academic and student affairs at Miami University and Case Western Reserve University.

Martin Hicks, Data and Statistics, HEQCO

Martin Hicks is responsible for building HEQCO's data infrastructure and capacity. He views research findings and policy advice primarily through the lens of data, indicators, their analysis and their application, and brings the experiences of a career with the Government of Ontario, largely dedicated to higher education. He also served in the Ontario Cabinet Office and as a senior administrator at Durham College and received his BA and LLB from the University of Toronto.