WELCOME

FACILITATORS:

Norah McRae, Executive Director of the Co-operative Education Program and Career Services, Director of the Office of Community-University Engagement, University of Victoria

Tracey Bowen, Assistant Professor, Teaching Stream and Internship Coordinator for the Institute of Communications, Culture, Information and Technology (ICCIT) at the University of Toronto, Mississauga

Ashley Stirling, Associate Professor, Teaching Stream, Faculty of Kinesiology & Physical Education, University of Toronto
1. UNDERGRADUATE RESEARCH EXPERIENCES – Wednesday, February 21 (Reading Week)
   • Connie Varnhagen, Professor and Academic Director, Undergraduate Research Initiative, University of Alberta
   • Ira Wells, Undergraduate Research Program Coordinator, Victoria College, and Project Manager, Jackman Scholars-in-Residence program, University of Toronto

2. 2018 TEACHING & LEARNING SYMPOSIUM, Promoting and Assessing Integrative Learning: Connecting Theory with Practice – Monday April 30th
The P.E.A.R. Framework for Experiential Learning: for the institution and individual

Dr. Norah McRae
Executive Director, Co-operative Education Program and Career Services
Director, Office of Community University Engagement
Session outline

• What is the P.E.A.R. framework for experiential learning?
• P.E.A.R. for the institution
• P.E.A.R. for the individual
• Discussion
What is P.E.A.R?
A framework to create, develop and evaluate experiential learning programming

• **P** = Pedagogy
• **E** = Experience
• **A** = Assessment
• **R** = Reflection
Pedagogy: the Institutional perspective

1. Preparation for experiential learning pre-experience
   – Is the curriculum mapped out to ensure progressive course content and experiences?

2. The experience contributes to the development of institutional/program level learning outcomes
   – Are learning outcomes identified? Do the learning outcomes prepare students to be ready for the 21st century? World Economic Forum (2016)
## Top 10 skills

### in 2020
1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

### in 2015
1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity

Source: Future of Jobs Report, World Economic Forum
Pedagogy: the Institutional perspective

3. Application of theory to practice during experience
   – What curricular components support the application of theory in a practice setting?

4. Integration of learning post-experience
   – What processes are in place to integrate learning into ongoing curriculum development?
Experience: the Institutional perspective

1. Experiential perspective (Fenwick, 2000):
   - Constructivist (Kolb, 1984)
   - Critical-cultural (Freire, 1979)
   - Psychoanalytic (Britzman, 1998)
   - Situative (Lave & Wenger, 2000)
   - Enactivist (Engeström, 1987; McRae, 2015)
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<thead>
<tr>
<th>Conscious</th>
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Experience: the Institutional perspective

Key aspects of a quality experience (McRae & Johnston, 2016):

**Experience**
- Has direct Learner Involvement (is hands-on and learner’s choice)
- Is meaningful & substantial (not just watching, has impact)
- Is situated/authentic (ideally in place where learning is to be used)
- Embraces disruptive moments and supports personal exploration of one’s beliefs and values

**Curriculum Integration**
- Learning outcomes are articulated and measured
- Outcomes and assessment are aligned
- Experiential and academic learning are connected for, and by, the learner

**Student Outcomes**
- Skills, knowledge & understanding are developed
- Attitudes, values and beliefs are challenged
- The learner contributes to the learning environment and the curriculum
- New meaning is constructed by connecting previous and new learning

**Reflection**
- Is ongoing and meaningful: In and on practice and projected forward to future practice
- Is Critical vs Descriptive
- Is socially mediated, supported, and assessed
Experience: the Institutional perspective

Models of Experiential Learning (UVic)

https://www.uvic.ca/coopandcareer/hands-on-learning/program/index.php
Experience: the Institutional perspective

Key aspects of a quality WIL experience (McRae & Johnston, 2016):

**Experience in a workplace setting**
- Has direct learner involvement and learner is enabled to contribute within the host organization.
- Meaningful to learners' academic and/or career goals.
- Intentionally designed and linked to curriculum and program structures.
- Embraces disruptive moments and supports personal exploration of one's beliefs and values within the workplace.

**Curriculum Integration of workplace and academic learning**
- Learning outcomes are articulated and measured and identified based on curriculum and needs of host organization.
- Workplace learning is re-connected to the curriculum.
- Learning outcomes are assessed by institution in consultation with host organization/professional body.

**Student Outcomes that lead to employability**
- Skills and attributes that are relevant to the workplace context: locally, nationally, internationally.
- Knowledge of the discipline of study and the workplace context.
- Capacity to contribute as a member of a workplace or entrepreneur as well as a member of an ethical civic society.
- New meaning is constructed by connecting previous and new learning.

**Reflection**
- Ongoing and through formative and summative processes that could be shared with both academic program and host organization.
- Meaningful reflection designed to facilitate the understanding of skills, knowledge, attributes, and capacity to contribute.
- Reflection designed to facilitate the integration of learning from the workplace and academic program and career transition to workplace.
## Experience: the Institutional perspective

**Models of WIL (McRae & Johnston, 2016)**

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<th>ATTRIBUTES</th>
<th>Applied Research</th>
<th>Apprenticeship</th>
<th>Clinic</th>
<th>Curricular Community Service Learning</th>
<th>Co-op</th>
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Assessment: the Institutional perspective

1. Program/Degree level learning outcomes
   • Who is assessing? When? What? How?

2. Institutional Learning outcomes
   • How do the learning outcome goals for experiential align with the broader institutional goals?

3. Program assessment/quality assurance/resources
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<th>INSTITUTION</th>
<th>EMPLOYER</th>
<th>STUDENT</th>
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Reflection: the institutional perspective

Identifying impact of experiential learning program on:

1. Students (eg. employability; Rowe & Zegwaard, 2017))
2. Curriculum (eg. curricular renewal and accreditation)
3. Institution (eg. program planning, institutional strategic positioning)
4. Host organization (eg. Students as change agents (McRae, 2013) and contributions to organizational mission)
5. Broader society (eg. collective societal goals such as UN SDGs)
Pedagogy for the Individual

1. Preparation for experiential learning pre-experience
   – What do the students need to know in order to be successful?
   – Where does the experience fit in the overall curriculum?

2. Application of theory to practice during experience
   – How does the experience allow for the application of theory?

3. Integration of learning post-experience
   – How will the student integrate their learning for further experiences?
Experience for the Individual

1. Logistical considerations for engaging in the experience:
   1. Funding
   2. Location
   3. Risk management
   4. Student selection

2. Experience allows for the development of capabilities/competencies

3. Experience is within a supportive environment (McRae, 2015)
Assessment of the Individual

1. Course/program/institutional learning outcomes

2. Individual competency assessments
   http://www.uvic.ca/coopandcareer/career/build-skills/index.php

3. Intercultural competencies
   https://www.uvic.ca/coopandcareer/career/build-skills/intercultural/index.php
   Example of assessing CQ through CANEU-COOP (McRae, N., Ramji, K., Linghong, L. & Lesperance, M., 2016)
Reflection by the Individual

Practices to develop:

1. Critical self-reflection: in, on and for each experience (Schön)
2. Transformative and life-long learning (Mezirow)
Summary

The P.E.A.R framework for experiential learning can be applied to create, develop and evaluate experiential learning programs at the individual and institutional level.
Discussion

For your institution, consider the experiential learning program you are hoping to create, develop or evaluate.

1. How would you apply P.E.A.R. for student learners?
2. How would you apply P.E.A.R as an institutional leader?
References


Thank you!

Dr. Norah McRae
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Creating WIL opportunities to meet student learning outcomes: Reflecting on the process and the challenge

Dr. Tracey Bowen
Agenda

• The challenge: Creating WIL opportunities

• Starting in the middle: a reflective exercise

• Aligning Goals, Missions, and Learning Outcomes

• The ICCIT Academic Internship: a flexible example

• Assessing experiences through articulated learning

• What is possible/practical?
“We do not learn from experience, we learn from reflecting on experience.”

John Dewey

Fundamental ➔ critical reflection on the learning that occurs and why it matters.
Undergraduate Degree Level Expectations

1. Depth and Breadth of Knowledge
2. Knowledge of Methodologies
3. Application of Knowledge
4. Communication Skills
5. Awareness of Limits of Knowledge

6. Autonomy and Professional Capacity
   a. manage their own learning both within and outside the discipline, selecting an appropriate program of study
   b. uphold the ethical values of the University, including freedom of expression and enquiry and its principles of academic integrity, equity and inclusion
   c. exercise initiative, personal responsibility and accountability in personal and group contexts and decision-making in complex contexts
   d. acquire an appreciation of how their areas of study relate to their personal and professional development
The Prize

“UTM hopes to graduate students who will be distinguished professionals and educators; effective agents of change; and creative, ethical, and intellectual forces in the broader community.”
5 minute reflection

• Think of a moment – a “critical incident” when you were in school, started working (at U of T or other job), or an interaction with someone that changed your thinking about your discipline, research, field of study, or career forecast.

• Describe what happened – the context.

• Describe what you remember- re: heard, observed, and did in the moment - describe what others did.

• How was your thinking changed? How did you act on that change?

• In light of the incident, what did you learn then? How does it factor in what you do now?
Experiences (opportunity for active experimentation): classroom-based, co-curricular, industry-based, community-based

Expectations & outcomes: UDLES, student, industry employers, province, social-cultural

(sociocultural landscape)

(sociocultural landscape)

Academic mediation: through reflective writing, group discussion, role playing – articulated learning
Ministry Advanced Education and Skills Development  EL (WIL) Checklist

1. The student is in a workplace or simulated workplace.
2. Student is exposed to "authentic" demands that improve their employability, interpersonal skills, and transition to the workforce.
3. The experience is structured with purposeful and meaningful activities.
4. Student applies HE program knowledge and employability skills.
5. Experience includes self-assessment, and evaluation of performance in relation to learning outcomes by employer/supervisor and HE program.
Integrated Learning Experiences

Co-op Placement, Practicum, Internship, Professional experience year
Independent or applied research project, Field experience, Community-engaged learning project, Community-engaged research/scholarship, Service learning course, Community event, Knowledge mobilization activity with workplace/community Science to society project, Research/project-based consulting, Incubator and accelerator Research/teaching assistantship, Entrepreneurial development, Community action project
The Academic Internship: One possibility of a flexible course model

Goal: “The primary purpose of this course is to provide students with an opportunity to apply—in a practical setting—the expertise they have gained through previous course work. Internships provide students with a valuable opportunity to make personal contacts in the communication, media, information and technology sector. The course is also intended to help students bridge the gap between graduation and full-time employment.”

What is it? Part-time, unpaid work placement (100 hours) for course credit that includes class seminars and coursework

How does it work?

How does it differ from co-op? How much work is enough?

Where? Small and medium sized businesses, incubators, non-profits, U of T support departments, faculty research projects,

What do we/students have to gain? (opportunity to examine integration at the level of the student)
Constructive alignment of learning outcomes for achieving academic and professional success

- University – Undergraduate Degree Level Expectations and/or Mission
  - Program Learning Outcomes
  - Course Learning Outcomes
  - Ministry/Industry expectations
    - Student's Learning Outcomes

The PRIZE
Sample course learning outcomes

• Assess your skill sets and identify your strengths and weaknesses.
• Identify what you don't know and how you can acquire that information and increase your knowledge base.
• Identify your problem solving strategies and recognize how you can apply those strategies to other contexts.
• Apply theoretical concepts to practical industry problems and situations.
• Effectively articulate and communicate your work practices and the implications of your actions.
• Participate on a team and collaborate with others to solve problems.
• Identify and apply industry best practices in your work.
• Describe the relationship between industry professionalism and civic responsibility.
• Recognize and employ ethical work practices.

Sample WIL program learning outcomes

• Translate theory to practice within their field of study
• Apply industry standard skills to workplace tasks
• Effectively participate on a team
• Critically reflect on their work activities, achievements, challenges, and failures
• Identify and develop their career options
• Communicate and present their ideas clearly and concisely in both written and oral form
• Develop autonomy for making decisions
• Understand and apply professional acumen and ethical business practices.
Student's goals for placement experience

- Learn new skills
  - Intellectual
  - Personal
- Develop professionalism
  - Professional
  - Civic
Assessment: Articulating learning and why it matters

“Your learning objectives describe what you expect to learn from your internship experience. Consider developing 1 or 2 objectives for each of the following: personal development, professional development, intellectual development, and civic engagement (how you will give back to the broader community).

Your objectives should include both hard skills and soft/interpersonal skills that you would like to develop, however, you also need to describe how you intend, at this point, to achieve your objectives.

Your learning objectives should be measurable (you can see evidence of achieving your objectives through your critical incident reports and accomplishments at work), they should be realistic yet challenging (you need to assess your strengths and weaknesses here), and they should help you achieve the course learning objectives and goals.”
Taking responsibility and assessing progress

If the student’s goal is to gain confidence, the learning outcome might be stated:

“Effectively contribute useful ideas to a team meeting.”

**Achieving the outcome** – Have they gained some level of confidence?

**Evidence** – student’s critique of the meetings in terms of a critical incident

What is measurable here is the effectiveness of the student’s communication in that they were heard and received feedback, and that their ideas were aligned with project goals, follow operational procedures and industry standards, and they provide effective problem-solving strategies.
What counts as an “authentic” experience and why?

• What is inside an experience?

• What does it mean to the student?

• How do they articulate, understand or name what they are learning?

• What are their assumptions about the work world and the meaning/value of their education?
Guided Reflection ➔ Articulated Learning

Reflection - continual interweaving of thinking and doing.

*Schön*: The reflective practitioner is an individual [student] who reflects on “the understandings which have been implicit in [their] actions” and then “criticizes, restructures and embodies in further action”

*Rogers*: The function of reflection is to make meaning, to formulate relationships and continuities [...] make sense of and attribute value to events within our lives.”

Guided Reflection
- Structured to facilitate critical thinking
- Students begin with a set of measurable personal learning outcomes
- Reflection provides a narrative of the process

However – language/labels can be a barrier
What do students’ words tell us about their capacity to achieve learning outcomes at multiple levels?

“What critical incident reports are a detailed examination of a particular incident or experience that caused a change in your thinking and an analysis of what you learned from the particular incident. The Critical Incident Reports provide an opportunity to assess progress on achieving learning objectives.”

Critical incident reports highlight what students understand about

- the connections between theory and practice,
- practical applications of skills and concepts,
- the relevance of course work due to their work experiences,
- ethical work practices,
- their own personal growth
- limitations of current knowledge
Analysis of experiences:
• students reflect on what they have learned and **how well**
• Generate explanations while paying close attention details, relationships, and complexities

**DEAL**
• What did I learn?
• How specifically did I learn it?
• Why does this learning matter?
• In what ways will I use this learning in other contexts or domains?

Critical incident reporting & reflection using DEAL

A critical incident is something that happens that causes a change – either positively or negatively in the students’ thinking.

**Describe** - develop a context around the incident, event, interaction or task you will examine and process.
What did I do? What did others do? What actions did I or they take? What were the consequences of these actions?

**Examine** - your academic/intellectual growth
How was I able to apply a skill? What similarities or differences are there between the perspective on the situation offered by anything I have learned in my coursework and the situation as it actually happened? Did this experience challenge or reinforce my prior understanding of course material or my assumptions about this industry?

*(based on the work of Patti Clayton, North Carolina University, from Design for learning: Integrating critical reflection and assessment, May 2009).*
Articulate Learning

What are you writing about? An academic/intellectual issue/event, a personal & professional growth moment?

I have learned that...
Identify a personal characteristic i.e. “I learned I have a tendency to... I learned that with a little _____ I can ________”
Introduce a judgment about the learning – something I need to continue, rethink or stop.
Express how the learning can be transferred to other contexts.

I learned this when .... Connect to a specific action or activity – use details as evidence.

This learning matters because....
How it is valuable for better understanding your coursework? How it will enhance your interpersonal communications and interactions? How it will affect your goals?

In light of this learning I will.... Set goals, Revise learning objectives etc.
This statement should represent some kind of action, not just what I learned, but what I will do.
Three lenses for assessing reflective writing for student learning

• Affective response

• Academic knowledge - integration and application

• Professional awareness and conduct
Affective response:

- Describe their level of confidence in completing tasks,
- Analyze ability to effectively solve problems on their own,
- Demonstrate their ability to fit in with others,
- Recognize and describe their abilities and limitations to cope with stress.

Data describing affect is often in the form of “a confessional” (Park, 2003) that enables students to see what they are experiencing in words and develop coping strategies and openings for growth.

Academic knowledge and application:

- Interpret connections between classroom learned theories in relation to their placement tasks and responsibilities and integrate new knowledge within the workplace domain,
- Identify and analyze concepts and theories they observe/experience during their practicum,
- Analyze both the effective and *messy* ways theory translates to practice from their experience,
- Predict ways of alleviating issues due to limitations.

*For many students, these connections between theory and practice are also informed by their affective experiences in regards to confidence building and independence.*
Professional awareness and conduct

“Professionalism needs to be seen as a responsibility to make judgments and decisions in the context of practice.”

- Demonstrate a genuine interest in how they are seen as professionals by others by anticipating appropriate professional behavior,
- Practice professional behavior,
- Determine their professional responsibilities,
- Identify their accountability to others,
- Identify and effectively and credibly assess ethical issues and levels of accountability.

(Trede 2012, Role of Work-Integrated Learning in developing professionalism and professional identity).
Return to the 5 minute reflections (small groups)

• What is the range of experiences, contexts among your group?

• Working backwards, what possible learning outcomes could have been addressed from your critical incident?

• What other kinds of experiences, activities might provide opportunities to realize those outcomes? What does your department do now that could be “counted”?

• Brainstorm the ideal – discuss the practical. What are the challenges or implications? What resources do you need?
Creating opportunities: Focusing on the possible while striving for the ideal
References:


ADMINISTRATION OF WIL WITHIN THE UNIVERSITY OF TORONTO CONTEXT

ASHLEY STIRLING, PH.D.
ASSOCIATE PROFESSOR, TEACHING STREAM & DIRECTOR, EE FACULTY OF KINESIOLOGY & PHYSICAL EDUCATION
OVERVIEW

• Design
• Implementation
• Feasibility and sustainability
• Wrap up
DESIGNING INTEGRATED LEARNING EXPERIENCES
“GRADUATES WITH RELEVANT WORK EXPERIENCE ARE AHEAD OF THEIR PEERS”
– ONTARIO UNIVERSITIES, EXPERIENTIAL LEARNING REPORT (2014)

TODAY, WORK-INTEGRATED LEARNING PROGRAMS AT ONTARIO UNIVERSITIES SPAN ALL DISCIPLINES, FROM ENVIRONMENTAL SCIENCE TO FINE ARTS, ENGINEERING AND HEALTH SCIENCES.
DESIGNING INTEGRATED LEARNING EXPERIENCES

AGREE OR DISAGREE?
DESIGNING INTEGRATED LEARNING EXPERIENCES

• Is the experience embedded within an academic course/program?
• What is the length of the experience and over what time period?
• Are students in other academic courses at the same time?
• What will the students be doing?
• Will the students be paid?
• For whom is this student experience available?
• Is it required? Is there a limit? Is it guaranteed?
DESIGNING INTEGRATED LEARNING EXPERIENCES

• Describe your integrated learning experience.
FROM CONCEPTUALIZATION TO IMPLEMENTATION
BALL TOSS

• Activity instructions:
  – Toss the ball(s) into the air and catch [without letting any ball(s) touch the ground or another surface]
  – Feel free to include others
  – Every person participating must touch each ball
CONSIDERATIONS FOR FEASIBILITY AND SUSTAINABILITY
FROM CONCEPTUALIZATION TO IMPLEMENTATION

- Partnership
- Learning outcomes
- Agreements
- Insurance
- Declaration forms
- Pre-requisites
- Placement preparation and matching
PARTNERSHIP

• Development
  – Identifying potential sites/supervisors, outreach, negotiation, site visit
  – Begin early!

• Management & Support
  – Orientation and ongoing communication
  – Plans to support students/mentors and manage conflict

• Appreciation
  – U of T Mentor Appreciation Event
  – Mentorship Appreciation Week
LEARNING OUTCOMES

- Development of Learning Outcomes
  - Occurs in partnership between the instructor, workplace supervisor and student
    - Initial negotiation in partnership development
    - Specific learning tasks outlined in placement description
    - Student learning plan

- Assessment & Reflection
  - Classroom activities/assignments
  - Mid and final evaluation
AGREEMENTS

- UofT *Governing Council Policy on Contracts and Checklist for Education Placements*
  - All Educational Placements must be approved by the Vice-President and Provost, Deputy Provost or Vice-Provost
  - ‘Educational Placement’ Agreement in its approved form should be completed and approved by the Principal, Dean, Academic Director, Chair, Department Head or Program Supervisor.
• Agreements used in lieu of employment contract
• What’s included in a Placement Agreement?
  – Responsibilities of Placement Site and University
  – Application of Policies and Laws
    • Health and Safety
    • Human Rights and Equity Laws
    • Complaints of Discrimination, Harassment or Workplace Violence
  – Indemnification, Legal Liability and Insurance
  – Privacy and Confidentiality
AGREEMENTS (CONT’D)

• Types of Agreements:
  – Single/Unpaid Placement Agreement
  – Short Form Agreement
    • Low risk, short term [< 4 months], small site [< 100 employees; < 20 student placements]
  – Addendum
    • Extends a single agreement to another unit
  – Omnibus Agreement
    • Covers more than one unit and is renewed by the Office of the Vice-Provost
  – Affiliation Agreement
    • Comprehensive agreement that covers research, teaching, appointments and placements
AGREEMENTS (CONT’D)

- Office of the Vice-President and Provost Student Placement Portal
  - Search existing agreements
  - Create and upload new agreements
INSURANCE

• General liability insurance
  – Covers third-party lawsuits over bodily injuries and property damage

• Health and safety insurance
  – Covers occupational injury and illness
INSURANCE (CONT’D)

• Health and Safety
  – Bill 18: Expands coverage of Ontario Health and Safety Act and Employment Standards Act to include student trainees
  – Student trainees have the same rights under the OHSA as paid workers
    • Full site orientations
    • Safety training
    • Equity training
    • Health & Safety Insurance
DECLARATION FORMS

• Student Declaration
  – Informs students of their workplace insurance coverage and asks that the students to acknowledge their responsibilities and understanding
  – Every student must sign prior to beginning their placement

• Letter to Placement Employer
  – Informs the placement site of the students' workplace insurance coverage and asks the placement site to acknowledge their responsibilities
  – Placement sites must sign one letter, per course, per term

• Placement Portal can be used to collect electronic signatures for the Student Declaration and Letter to Placement Employer, or download PDF copies
PRE-REQUISITES

• What pre-requisites need to be completed by the student?
  – Course/GPA
  – Certification (e.g., first aid, CPR)
  – Health screen
  – Vulnerable sector check
  – Drivers licence/access to a vehicle
  – Work permit
  – Computer skills

• Who confirms pre-requisites are in place?
PLACEMENT

• Preparation
  – What would prepare the students to be successful in obtaining an integrated learning experience?
  – What would prepare the students to be successful throughout the integrated learning experience?

• Matching
  – Student attained vs. Faculty attained
  – Application processes (What happens if there is no match?)
  – Matching software (e.g., Simplicity, Orbis)
# IMPLEMENTATION TIMELINE

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<thead>
<tr>
<th>Month</th>
<th>Task</th>
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<tbody>
<tr>
<td>Oct</td>
<td>Partnership development</td>
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<tr>
<td></td>
<td>Declaration forms</td>
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<tr>
<td>Jan</td>
<td>Learning outcomes</td>
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<tr>
<td></td>
<td>Pre-requisites</td>
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<tr>
<td>Apr</td>
<td>Agreements</td>
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<tr>
<td></td>
<td>Placement prep and match</td>
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*October 2017*
## DEVELOPING A WORK PLAN

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<th>Activity</th>
<th>Activity Components</th>
<th>Person Responsible</th>
<th>Date</th>
<th>Complete</th>
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<tbody>
<tr>
<td>Partnership</td>
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</table>
FEASIBILITY AND SUSTAINABILITY
• What challenges are faced by students?
• What challenges are faced by faculty?
• How may students be supported?
• How may faculty be supported?
WRAP UP
M&M EXERCISE
M&M EXERCISE

**Orange:** What have you learned in this workshop about integrated learning that you did not know before?

**Red:** What is one way you might integrate the workshop content into your programming in the future?

**Yellow:** What is one take home message that you will share with others in your programme?

**Green:** What is one interesting idea that you have learned from your colleagues?

**Blue:** What did you enjoy most about the workshop today?

**Brown:** How has your planning of integrated learning been strengthened or evolved?
U OF T RESOURCES

• **Bridgid McNulty**, University Coordinator, Student Placements (Email: b.mcnulty@utoronto.ca)
  – Unpaid placement agreements/health & safety information and forms

• **John Kerr**, Director, Risk Management & Insurance (Email: jd.kerr@utoronto.ca)
  – Risk management and insurance

• **Susan Soikie**, Director Arts & Science Co-op, UTSC (Email: susan.soikie@utoronto.ca)
  – Co-op/paid placements

• **Melissa Berger**, Manager, Experiential Education Office, UTM (Email: melissa.berger@utoronto.ca)
  – Community outreach

• **U of T Centre for International Experience** (Email: cie.information@utoronto.ca)
  – International placements

U of T Centre for Community Partnerships (Email: ashley.stirling@utoronto.ca)
• Please stay tuned for today’s workshop evaluations.

• To be emailed to you.

• We appreciate your feedback!
THANK YOU

Register for future Work Integrated Learning Events

http://teaching.utoronto.ca/ctsi-events/experience-w-i-l/