



Sal Ferreras
Vice-President
Academic & Provost

Overview of our Fall 2015 Teaching Matters @KPU newsletter

Welcome back for our Fall 2015 term! A huge thank you to all KPU community members whose contributions and sage advice enabled us to present and approve the Research, Internationalization and Strategic Enrolment Management plans last spring. The big goal ahead is the development and approval of the Teaching and Learning Plan that will complete the deliverable plans under the Academic Plan 2018. This issue of *Teaching Matters @KPU* highlights the significant progress we are making on our Academic Plan goals for the KPU teaching and learning environment.

I have provided an overview of some of these developments below, and the other articles in this issue go into more depth. There are two key projects coming to fruition this fall that I wanted to especially highlight for you:



- **Three Civic Plaza:** The clock is ticking on the development of programs and courses at our new campus facility in downtown Surrey. This fall, I will be convening a group of faculty, staff, administrators, students and alumni to review recent research, practices and findings on the design, layout and dynamics of alternative learning spaces. Three Civic Plaza will be a new learning space in every respect. The learning, studying, networking and interaction spaces will reinforce the strategy in our Academic Plan and represent the future of learning at KPU.
- **Creative Capital Fund:** the Academic Plan Implementation Task Force will also be delivering recommendations for the delivery of the Creative Capital Funds. There is a growing list of KPU community members interested in innovative approaches to a variety of topics. The Creative Capital Fund will enable selected projects to move forward and perhaps even seed future larger initiatives that will enrich the KPU learning experience.

Offer Exceptional Learning Environments Attuned To Learners

As part of work on the Academic Plan implementation, FIR 136 is being renovated for pilot use in Fall 2015 to support more flexible and collaborative student learning in our classes. A focus group of interested faculty provided input to the design during the Winter 2015 term, and a follow-up workshop in Spring term allowed faculty to engage with classroom design experts (including our own Interior Design faculty) and staff from KPU Facilities and Learning Technology.

Look for an announcement later in the term about how faculty members can book sessions or schedule a course in this new learning space. Feedback from pilot use of this room will be applied to the design of the next renovated classroom space renewal (at the Richmond campus for 2016-17). We have also been exploring exemplary designs and practices at other institutions: see the article on p. 12 about designs for active and collaborative learning and the classroom renewal process at Humber College in Ontario.

We continue to augment our resources and support for teaching with online learning, including updated resources and support for the Moodle course system and for e-portfolios – see Meg Goodine’s article on p. 12 for a description of what’s coming this Fall. We are also moving forward on KPU Open Studies, and for a look forward into the next generation – Open Educational Practices – see Alan Davis’ article on p. 14 that closes off this issue of Teaching Matters @ KPU.

Increase Experiential Learning Opportunities

KPU is already a leader in both the breadth and depth of our experiential learning opportunities, and previous issues of Teaching Matters @KPU have showcased some of that work. We have an active group of faculty and staff heading up the implementation plan for this area – check out their website at www.kpu.ca/experiential.

In this issue (p. 3), our lead article is a great overview of current developments at KPU by implementation and we have excerpts from a great group member Larissa Petrillo (Anthropology department and the Centre for Interdisciplinary Research and Community Learning Engagement [CIR:CLE]). You can see Larissa’s full article online at www.kpu.ca/experiential. There is also a note (p. 7) on experiential learning at an exemplary institution in the U.S., Purdue University Calumet, which has a graduation requirement that every student have successfully completed two experiential learning opportunities in designated courses.

Define Learning Outcomes and Methods of Demonstrating Student Capability

There are two levels at which we want to have clear and consistent definitions of our student learning outcomes and the ways we demonstrate and assess them: at the course and program level within each department, and at the institutional level for the attributes we want to see in all of our KPU graduates.

A number of KPU Faculties held workshops in 2015 to help faculty and other educators move forward on course and program outcomes, and our professional programs in areas such as Business and Nursing are already doing some exemplary work on these goals.

We have also identified some peer institutions with exemplary approaches to institutional graduate attributes, whose practices may provide exemplars from which we can learn. There are notes on one of these institutions in the article on p. 10: the University of Technology Sydney in Australia.

In addition, we have new work underway – in Academic and Career Advancement and in the Wilson School of Design – to demonstrate the full Learning Outcomes Value Cycle, from *Specifying* learning outcomes through *Developing* and *Assessing* student capabilities to *Enhancing* our programs, courses and learning experiences based on the what we learn from the assessments – you can read more about the emerging Value Cycle model in the article by Tom Carey on p. 8.

Other updates on teaching and learning at KPU:

- In May, Sam Newton and Heidi Dieckmann were recognized at the Canadian Academic Accounting Association 2015 annual meeting in Toronto for excellence in Innovations in Accounting Education, as finalists for the association’s Howard Teall Award (based on their work with KPU online courses in Accounting).
- The 2015 annual meeting of the Society for Teaching and Learning in Higher Education, held in Vancouver in June, featured presentations by several KPU educators: Charmaine Perkins (Criminology) co-presented at a session on Teaching Qualitative Research Methods – An Experiential Approach (<https://stlhe15.sched.org/event/4924ad10307de6a09a755861b724f68f>); former KPU Vice-Provost Diane Salter, Andhra Goundrey (Fashion Design & Technology), and former KPU student Tierney Wisniewski were presenters in a session on The Integration of Scholarship of Teaching Research Results in Institutional Processes (<https://stlhe15.sched.org/event/fc28dcd20f71f8b24fb6ea2bd12d11a9>); and Rajiv Jhangiani (Psychology) co-presented on Enhancing pedagogy with open textbooks and other open educational resources (<https://stlhe15.sched.org/event/41d7695437b42f84043502b454b9a3e5>).
- Our work on open textbooks in Psychology was also featured at the International Conference on Teaching of Psychology in June, with a presentation by Richard Le Grand, Farhad Dastur, Kurt Penner and Rajiv Jhangiani on Using Open textbooks for Teaching Introductory Psychology and a poster on Open versus Traditional Textbooks for Introductory Psychology: A Quantitative Content Analysis by Rajiv and Kwantlen undergraduate students Emilie Lang and Rebecca Deutschmann.
- Congratulations also go out to KPU students Edward Puckering, Kevin Smith and Chris Cameron. Their video, *Persuasion in Advertising* (<http://nobaproject.com/student-video-award/winners>), was awarded 3rd prize – and a \$1,000 cheque – in the NOBA Student Video Award contest, which this year had as its theme “Social Influence”. (NOBA is a publisher of open textbooks in Psychology.)

I know there are lots of other examples like this of wonderful teaching and learning at KPU – please send us items that we can highlight in our next issue of Teaching Matters @KPU, via learningmatters@kpu.ca

From Experiential Learning to Experiential Education

Experiential learning happens all the time. You can have an experience, and reflect on it, just getting on the bus in the morning. It doesn’t mean that it isn’t profound; it’s just that there isn’t necessarily an educator tied to it. Experiential education, on the other hand, is more structured; it might be a formal program or course, facilitated by the most inspired educator a group of learners would ever hope to see—I only partially jest, here.

At KPU, we are starting to see, very clear convergences between experiential learning and experiential education. Typically, at an institutional level, these types of experiential opportunities are partitioned into separate offices, and departments. Often, a university has it set up so that there is a Co-op Education office (connected to, for example, the Association for Co-operative Education, BC / Yukon (ACE) <<http://co-op.bc.ca/>>), a place for Extra-curricular opportunities (perhaps tied to the Student Association), and a separate entity for organizing faculty-based learning engagements (such as, UBC’s Learning Exchange).



Larissa Petrillo
Anthropology faculty member &
Director, CIRCLE
(Centre for Interdisciplinary Research and Community Learning Engagement)

At Kwantlen, we have the advantage of being a close-knit organization; it increases our ability to collaborate across the institution. This has meant that discussions throughout the past year about Experiential Learning have become collegial spaces, whereby someone from the Co-op office can explain what the word 'Internship' might mean to an employer, while an educator might have a good long debate with those same people about what differentiates a Practicum course from a Service Learning course. Bringing these discussions together helps us deliver learning opportunities that are tied in to the many ways in which students experience their time at university.

One of the key goals of KPU's Academic Plan for 2018 is: "To Increase Experiential Learning Opportunities" (p. 9). So, there has been a lot of discussion on our campuses about ways to foster experiential learning – both in the classroom and beyond. In both contexts, the emergent and personalized nature of experiential learning is both an opportunity and a challenge.

For example, when students are placed in service learning contexts, the interactions create spontaneous events which the instructor must be able to recognize and then shape into a 'teachable moment'. It takes a bit of faith to know that you will be able to recognize those moments when they happen, and turn them into something relevant.

Encounters with Experiential Learning

There are many ways of noticing these moments to foster experiential learning—they can occur during the planning of a project, when mistakes happen during the work, when participants from beyond our KPU community come together to collaborate with our students, or in reflection after the primary experience is over. To foster reflection in a community service context, for example, I meet with the students one-on-one, and say

"This shouldn't be something that takes too much time—a couple of hours of work—but what is one thing that you can 'give back' to the organization, to future students, to the university, or just to yourself, based on some new understanding that you gained from your service learning experience?"

I find that our students can always answer this, usually in about one minute! And it's usually a really good idea that they come up with. Here are some visual examples of the type of transitions that are starting to take place as we increasingly focus on community engagement.

- The insider knowledge that students gain while on experiential learning projects leads to new insights and helpful tools for others.

A student providing food donations noticed overlap with other organizations, so provided a map of all agencies in the area. She also chose to make up an organizational chart of an organization so future students could see all of their programs.

Fig. 3. Heavy area agencies within 5 km of NSM

Fig. 4. Whalley-King George Blvd area agencies close to NSM

Fig. 5. Organizations within walking distance of NSM

NIGHTSHIFT STREET VENTURES PROGRAMS

- Continuation of Care Program
 - Care Village
 - Care Bus
 - Community Support
- Street Outreach Program
 - Acts of Kindness Outreach
 - Street Siblings Alaska
 - Nightshift Street Outreach
- Claring Ministry
 - Claring Ministry

- The diversity of experiences during Experiential Learning engagements is significant. For example, every summer, students have the chance to take the Psychology Practicum course. Below are photos from the course, as facilitated by Gira Bhatt.



- The student journeys after experiential learning are also fascinating. For example, one student from the Anthropology course below was later hired as the Lands and Territory Coordinator for Seyem' Qwantlen at Kwantlen First Nation.

**ANTH 4501
Selected Problems in Anthropology
Advocacy Anthropology
2012 Spring**

Kwantlen First Nation hired one of our students after an experiential project, interviewing community members

Instructor: Larissa Petillo
Class Meeting: ANTH 4501 S10 Friday 1:30-2:00PM
Location: Surrey FR 218
Office Hours: Surrey Tuesday 1:30-2:00PM
Surrey Thursday 9:30-10AM
Surrey Thursday 12:30-2:00PM
Surrey Friday 12:00-1PM
Office: Surrey FR207 (across the hall from Surrey FR218)
Email: larissa.petillo@kwantlen.ca (not .net)
[Please put Course and Section number in Subject line of the email.]

Course Description:
Students will engage in the study of a particular issue in the field of anthropology. They will critically analyze the relevant literature and attendant ethical problems, thereby developing a comprehensive understanding of disciplinary considerations. Students will evaluate recent developments in methods and particular approaches, assess the implications of these developments, and identify future directions for the field of anthropology itself.

Required Readings:
• Les W. Field and Richard G. Fox, eds. *Anthropology Put to Work*. Oxford: Berg, 2007. ISBN 9781851290017

K: Alright it's recording.
K & A: It's 1:28pm.
J: OK. Hi there, we'll be conducting an interview at Kwantlen Polytechnic University starting at 1:28pm. Today is March the...
C: 16th.
J: 16th, 2012. Uh, start off with introductions. I am Jacob, a Kwantlen Polytechnic University anthropology major student. Here we have
A: I'm Andrea also a Kwantlen Polytechnic University anthropology major.
C: I'm Chandra and I'm also a Kwantlen Polytechnic University anthropology major.
J: And behind the camera.
K: Kim, running it.
J: And finally we have.
T: My name is
J: So uh I guess we can just start with uh getting uh you to tell us a little bit about yourself who you are, where you're from.

we are
KWANTLEN FIRST NATION
and this is our story...

Ashley Doyle
Land Officer
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P.O. Box 1023
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Seyem' Qwantlen Business Group

Join the Journey to Increase our Quantity and Quality of Experiential Education!

As faculty members we are also on a journey of learning. What might start out as a short experiment with one course, can lead to an effort to incorporate Experiential Learning into as many courses as possible. I taught my first Experiential Learning course at UBC in 2007, have gone on to teach more than a dozen of these courses at KPU, and now facilitate others at KPU in this process.

We are also on an institutional journey:

- The Vision 2018 Strategic Plan set out an ambitious direction for Experiential Learning at KPU.
- The resulting Academic Plan operationalized this direction in a set of Strategies and Actions:



Academic Goal: To Increase Experiential Learning Opportunities

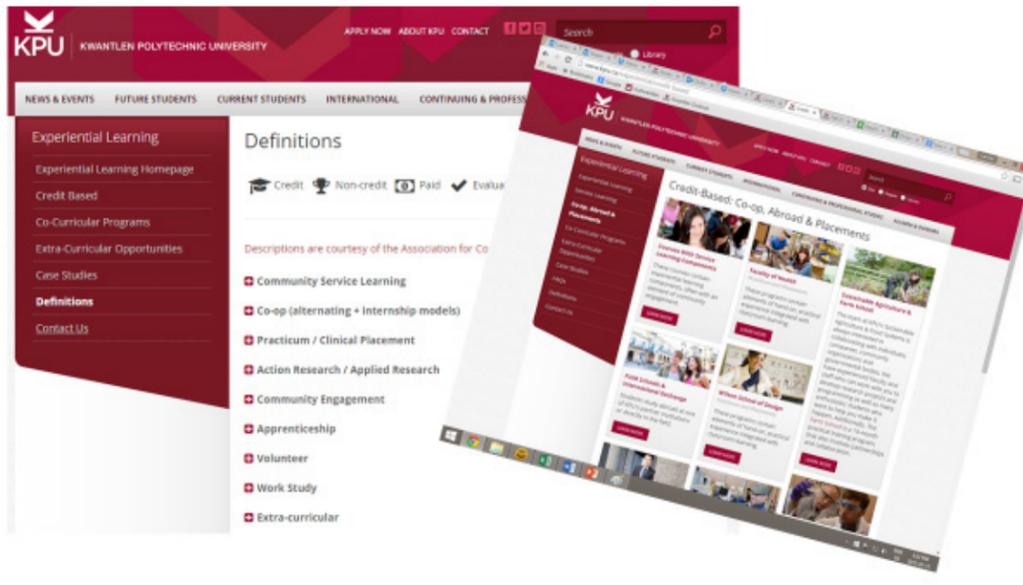
Experiential learning informs our synthesis of theory and practice by expanding activities that are integrated with teaching and learning within and across program areas. KPU students will have ample opportunities, in class or on and off campus, to enrich their learning through a range of focused activities, such as: creative endeavors, volunteering, service learning, on-the-job experience, clinical practice, applied research and other activities.

Strategies and Actions:

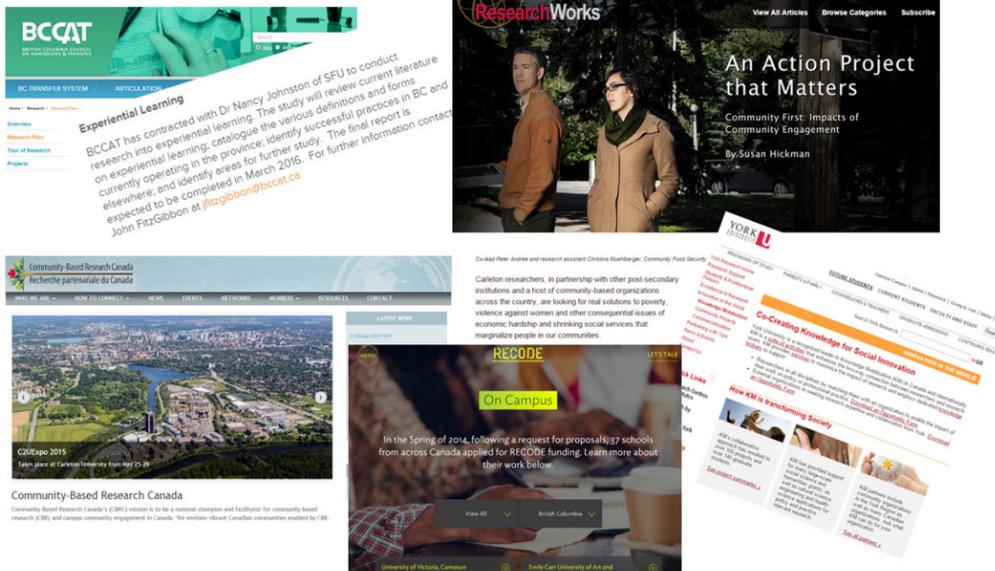
- Launch course-based, faculty-led academic learning activities that are community-based. These activities will build integrated, mutually beneficial, innovative initiatives with our local school districts, regional businesses, and industry partners.
- Encourage community-engaged scholarship that aims primarily to benefit community life through teaching, discovery, integration and application of learning.
- Encourage scholarly activity to advance teaching through expanded knowledge, content engagement and knowledge mobilization. Launch faculty/student research projects.



- And, our Academic Plan Implementation Group has established a central resource hub for Experiential Learning at KPU, www.kpu.ca/experiential



- Finally, our KPU journey benefits from other developments across the province, the country and beyond.



All of us at KPU are looking forward to the continuing discussions about Experiential Learning. It is an exciting journey for all of us and one in which learning will occur throughout.

For more information or to suggest additional content for the Experiential Learning website, contact: experiential@kpu.ca | larissa.petrillo@kpu.ca

A Potential Exemplar for our KPU process in Strengthening Experiential Learning: the Purdue University Calumet (soon to become Purdue University Northwest)



Purdue University Calumet, a regional campus of the prestigious Purdue University, offers undergraduate and graduate programs to over 8,000 students on its campus near Chicago. The university is nationally recognized in the U.S. for its emphasis on Experiential Learning, including a graduation requirement that every student must have successfully completed two experiential learning opportunities in designated courses which offer them.

The university website has a good description of the diverse Types of Experiential Learning (<http://webs.purduecal.edu/exl>): Co-operative Education, Undergrad Research Projects, Service Learning, Practicum, Internship, Design Projects, and Cultural Immersion (“involving both academic experiences and value-added activities designed to enhance student understanding of cultural differences”). The Frequently Asked Questions about Experiential Learning (<http://webs.purduecal.edu/exl/frequently-asked-questions/>) helps to position Experiential Learning as part of the overall university strategy and to explain to employers and community partners the university’s expectations for an effective experiential learning opportunity for students.

The website also describes the university’s Standards of Practice for Experiential Learning (<http://webs.purduecal.edu/exl/standards-of-practice/>), including the requirements for a course to be designated as fulfilling the graduation requirements, and there are resources designed to support Community Partners (<http://webs.purduecal.edu/exl/community-partners/>), Academic Advisors (<http://webs.purduecal.edu/exl/advisors/>), Students and Parents (<http://webs.purduecal.edu/exl/students-and-parents/>).



Thomas Carey
Visiting Senior Scholar
Office of the Provost

Defining Learning Outcomes is just the beginning: Exploring a Learning Outcomes Value Cycle for KPU

The Academic Plan 2018 includes a key goal for Kwantlen to “*Define Learning Outcomes and Methods for Demonstrating Student Capability*”. As a starting point, our students’ learning experiences will benefit when we create clearer definitions for the outcomes we intend for them and for the ways we plan to measure their success. But that’s only the beginning: the real value from our work on Learning Outcomes will come when we use the results from those Specifications and Assessments to help us identify areas where we can Enhance the student learning experience – and to share those results with colleagues as part of our scholarship in teaching and learning.

Last year I had the opportunity to explore how this “value cycle” works at other institutions in North America and beyond, when I was part of a collaborative research project for the Higher Education Quality Council of Ontario with two universities and two community colleges (Goff et al 2015). Since then we’ve been able to begin adapting those ideas to advance some of KPU’s work on the Academic Plan goal around Learning Outcomes. Our KPU explorations currently include two projects, and we are hoping to add one or two more projects in the 2015-16 academic year:

- some initial planning with Dean Patrick Donahoe on ways faculty in Academic and Career Development could revisit KPU’s Essential Skills in the light of recent research and exemplary practice elsewhere;
- a pilot research project in the Wilson School of Design, led by Paola Gavilanez and Amber Ortlieb (and we expect to soon involve other Interior Design faculty). To complement the broad exploration of Essential Skills in ACA, the project in Design focuses in depth on a single outcome area, capability for *Teamwork and Collaboration*, with the eventual goal of applying what we learn to enhancing learning and teaching in design studio courses.

This year, in adapting this work for KPU, we also used research from a national project in Australia sponsored by the Australian Learning and Teaching Council (Oliver 2011, 2013). The results from that project continue to evolve through their website on Assuring Graduate Capabilities (Oliver 2014), which collects research evidence and exemplary practices across the whole cycle of steps to get from Defining outcomes through Developing and Assessing them to cycling back by applying the results to Enhancing the teaching and learning experience.

Adapting a Learning Outcomes Value Cycle for KPU

One of the practices we picked up from the Australian project was the inclusion of a step in our cycle to *Engage* students about the importance of a particular outcome, to motivate their investment of effort in the outcome for its impact beyond our courses: in their professional careers and also in their other roles as community members and global citizens. (Thanks to the several ACA faculty who emphasized this need to us.)

We thought that most of the models we looked at from elsewhere were missing key links between the designs for learning and teaching created by instructors, the subsequent learning activities undertaken by students, and the resulting outcomes for students as measured in assessments. This was particularly important to address the questions we wanted to eventually explore in the Design project: how did the instructors’ actions and relationships in the design studio – e.g., in team teaching – contribute to the students’ development of capability for Teamwork and Collaboration (and how could that contribution be increased)? In addition, team projects in a course always raise interesting questions about how both teams and individuals can demonstrate their development of capability.

All of this led us to expand from an initial Specify – Assess – Enhance model for dealing with Learning Outcomes to one that would allow us to better ‘connect the dots’ in action research projects, especially projects where we want to experiment with different descriptions of outcomes, different teaching approaches to support their development, etc. Here is the prototype Learning Outcomes Value Cycle we came up with and are now testing in our current projects:

- *Specify* the expected learning outcomes (course or program level, as customizations of the broader institutional level outcomes),
- *Engage* students by motivating the development of the capabilities,
- *Develop* student capabilities through teaching and learning activities,
- have students *Demonstrate* their capabilities (with formative feedback),
- *Assess* the capabilities (for summative evaluation),
- *Document* the outcomes (for stakeholders external to the university, including employers and governments – the e-portfolio projects mentioned on p. 12 could fit in here), and
- *Enhance* our achievement in developing student capability, by applying the assessment evidence to constructive redesign for any of these elements as needed.

Of course, we know a cyclic model is a simplification of what happens in actual teaching and learning: there is always a back-and-forth movement across these components, e.g., as particular learning activities raise issues about our understanding of what outcomes we are targeting, or as we discover that our proposed assessments are not revealing important aspects of student learning that we need to nurture.

Where Do We Go From Here?

This way of thinking about the different activities for Learning Outcomes and how they fit together has already proven useful for us. In the pilot research project in Design this summer, for example, this conceptual model has raised important questions about the connections between activities as we have conducted our study of research evidence and exemplary practice elsewhere:

- *Specify & Engage*: when we looked at exemplary practices elsewhere for engaging students regarding the value of teamwork and collaboration, we found it was critical to consider what kinds of teams and teamwork skills were being targeted. Teams in a design studio context have different properties and provide different benefits – and challenges – compared to teams working in other contexts.
- *Develop, Demonstrate & Assess*: since our eventual goal is to track the contribution of team teaching in design studios to the development of student capabilities, we started asking ourselves in what specific ways our team teaching might demonstrate the collaboration skills we are expecting to see students develop, and whether the self- and team-assessments we might ask them to use for student teams could also be applied to our teaching team.

While our pilot studies continue to develop in Fall 2015, we invite participation from others at KPU who want to think more deeply about this rich web of connections involved in creating value from our work on course, program and institutional Learning Outcomes. Feel free to contact me to chat about which parts of this model you would like to explore further. thomas.carey@kpu.ca

References

- Goff, L., Potter, M. K., Pierre, E., Carey, T.T., Gullage, A., Kustra, E., Lee, R., Lopes, V., Marshal, L., Martin, L., Raffoul, J., Siddiqui, A., & Van Gaste, G. (2014). Learning Outcomes Assessment: A Practitioner’s Handbook. Higher Education Quality Council of Ontario, Research Report 13/14-008, 2015. <http://www.heqco.ca/en-ca/Research/ResPub/Pages/Learning-Outcomes-Assessment-A-Practitioner-s-Handbook.aspx>
- Oliver, B. (2011). Good Practice Report: Assuring Graduate Outcomes. Australian Learning and Teaching Council. <http://www.olt.gov.au/resource-assuring-graduate-outcomes-curtin-2011>.
- Oliver, B. (2013). Graduate attributes as a focus for institution-wide curriculum renewal: innovations and challenges. Higher Education Research & Development, 32(3), 450-463.
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Potential Exemplar for our KPU process in Advancing Learning Outcomes: the University of Technology Sydney

University of Technology Sydney: The approach used by UTS may provide a good model for us in enhancing KPU’s approach to the Learning Outcomes expected of all graduates:

- a shared understanding of the broad graduate attributes that all students are expected to have achieved by the time that they graduate; and
- Faculty and program-specific attributes to map these institutional expectations into learning outcomes, course activities and assessment plans that align with professional or disciplinary standards.

UTS Institutional Graduate Attributes

The shared institutional graduate attributes are based on the UTS model of learning (<http://www.iml.uts.edu.au/pdfs/GraduateProfileFramework2011.pdf>): “a practice-oriented, internationally-focused and research integrated approach that develops highly valued graduates who can operate in global contexts for the 21st century”. This common structure results in three common attributes across the university, describing a UTS graduate who will be

- equipped for ongoing learning and inquiry in the pursuit of personal development and excellence in professional practice;
- able to operate effectively with the capabilities that underpin professional practice in a global context; and
- committed to the actions and responsibilities required of a professional and a global citizen.

The UTS approach centres on how students develop intellectual and personal attributes in the context of their professional or disciplinary knowledge and practices. The table below (<http://www.iml.uts.edu.au/curriculum/attributes.html>) maps these three dimensions of learning across the three shared institutional graduate attributes:

	Intellectual	Professional	Personal
Practice-oriented	<ul style="list-style-type: none"> • Critical and independent thinking 	<ul style="list-style-type: none"> • Disciplinary, professional and technical knowledge 	<ul style="list-style-type: none"> • Spoken and written communication • Managing own work
Situated in global workplace	<ul style="list-style-type: none"> • Information technology literacy 	<ul style="list-style-type: none"> • Application of expertise appropriate to the practice context • Understanding the contexts of professional work 	<ul style="list-style-type: none"> • Working with others • Cross cultural understanding
Research-inspired and integrated	<ul style="list-style-type: none"> • Information literacy 	<ul style="list-style-type: none"> • Ethical understanding 	<ul style="list-style-type: none"> • Capacity for initiative and innovation • Capacity for community engagement

Faculty and program-specific graduate attributes

Rather than describing specific learning outcomes that must be developed in all programs in order to achieve these institutional graduate attributes, each Faculty – and within some Faculties, each program – specifies its own contextualized version of the institutional attributes to provide an appropriate target for the cycle of activities required to ensure student learning outcomes fulfill the graduate attributes.

For example, the learning outcomes for programs in the Faculty of Science have been “refined, clarified and benchmarked” (<http://www.uts.edu.au/research-and-teaching/teaching-and-learning/initiatives-and-support/graduate-attributes-project-0#faculty-of-design-architecture-amp-building>) against a national standard for science graduate attributes. Students are expected to demonstrate the following attributes:

- disciplinary knowledge and its appropriate application
- an enquiry-oriented approach
- professional skills and their appropriate application
- the ability to be a lifelong learner
- engagement with the needs of society
- communication skills
- initiative and innovative ability

In the Faculty of Health, the Nursing (<https://www.youtube.com/watch?v=ANiymm32Vb0&feature=youtu.be>) program maps the institutional attributes into a Nursing-specific set of graduate attributes aligned with the professional expectations for their graduates:

- professional competence
- professional identity
- knowledge utilization and translate
- person-centred care
- communication and collaboration
- indigenous proficiency

You can find more discussion on the process of aligning Faculty and program-specific plans with institutional graduate attributes in the references at the end of this article. (Note that some of the language used in the UTS descriptions has been adapted above to the Canadian context. For example, a “course” in the Australian context is a “program” here in Canada.)

References

- Anna Jones (2013). There is nothing generic about graduate attributes: unpacking the scope of context, *Journal of Further and Higher Education*, 37:5, 591-605.
- Joakim Caspersen, Nicoline Frølich, Hilde Karlsen & Per Olaf Aamodt (2014). Learning outcomes across disciplines and professions: measurement and interpretation, *Quality in Higher Education*, 20:2, 195-215.



Meg Goodine
Manager, Learning
Technology

Update on KPU's evolving digital learning environment

The Learning Technology team is working to extend the capabilities of KPU's digital learning environment by integrating e-portfolio, blogging, and video management tools as part of a supported toolset built around Moodle. Our plan was inspired by the virtual learning environment (<http://elearningsupport.myblog.arts.ac.uk/tools/>) at The University of the Arts London (UAL). UAL provides a suite of integrated and fully supported tools to build digital literacy skills and encourage faculty members to explore new ways to engage students. This approach provides both students and faculty with "time to develop their practice in a safe environment – a metaphorical walled garden – with paths out to a more public domains as their confidence and competence expands." (<http://www.jisc.ac.uk/guides/enhancing-the-digital-student-experience>).

We will be phasing in these enhancements beginning in September with the integration of the open source Mahara e-portfolio platform with our main Moodle site. Mahara has been piloted over several years by the Human Resources Management and Bachelor of Science Nursing Post Baccalaureate programs. Both programs have reported positive results and see value in moving Mahara from a pilot to a fully supported service. We will be working with these Mahara "pioneers" to determine support requirements and to develop service level agreements to help others who may be interested in exploring e-portfolio initiatives.

Later this year, we will be expanding support for our institutional WordPress site for student and faculty blogging. We hope to work with pilot groups to explore how blogging might be incorporated into the learning environment. We have also been approved for a pilot of the MediaCore video platform. MediaCore provides tools to capture, manage, and share video across a range of devices. It will allow us to centralize our media resources in a single secure location. The pilot will run over the fall 2015 semester.

Stay tuned over the next months to see further enhancements to KPU's digital learning environment. (<http://www.kpu.ca/teaching-and-learning/events>)

CLASSROOM DESIGN PRINCIPLES HUMBER

As we begin to renovate our old classrooms and build new ones, our designs will be based on...

- FLEXIBLE LEARNING**
- SERVICE**
- EXPERIENCE**

INFORMED BY RESEARCH

Using data from the National Survey Student Engagement (NSSE) and the Community College Student Engagement (CCSE) survey.

- Active and collaborative learning
- Supportive campus environment
- Enriched educational experience
- Student-faculty interaction

WHAT DO THESE MEAN?

- FLEXIBLE LEARNING**: The ability to quickly and easily reorganize the physical layout of a space to facilitate numerous instructional methods.
- SERVICE**: The ability for a learner to engage within a space and to be supported in succeeding academically, personally and socially.
- EXPERIENCE**: The ability of a space to foster positive feelings and to promote a shared sense of purpose within a community.

The facilities in these new Humber classrooms follow a set of Classroom Design Principles: (<http://www.humber.ca/staff/announcement/classroom-design-principles>)



A Potential Exemplar for our KPU process in classroom renewal: the Humber College classroom design for collaborative, active & flexible learning

The renovated classrooms at Humber College in Toronto provide helpful ideas about the process we might want to follow at KPU. Here is one description of their "Before" and "After" experiences (<http://www.humber.ca/classroomredesign/>)

BEFORE

K148 was once known as "the worst classroom at Humber."

Staff and students complained about the lack of light, the stale air and - worst of all - the fact that there was only one outlet in the entire room.

It was dark, dreary and uninspiring.

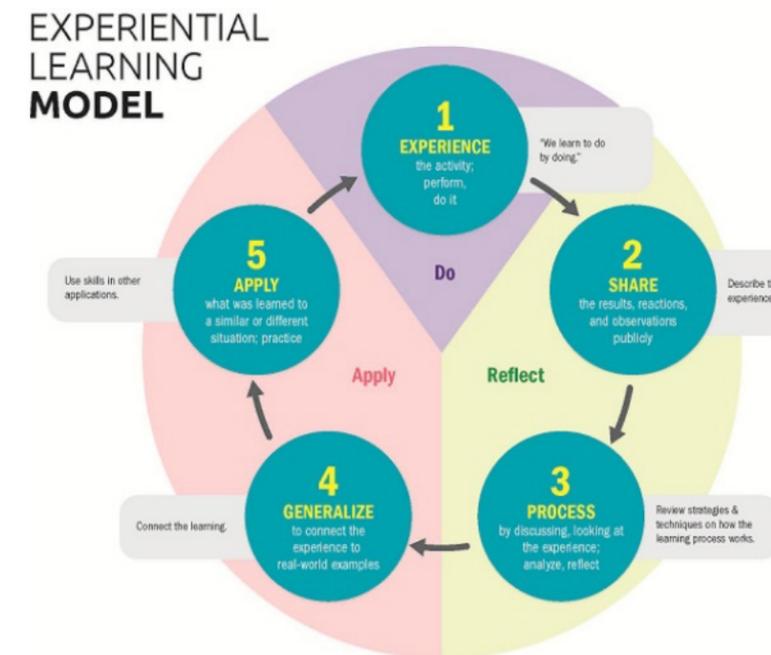
And what a difference a summer makes.

AFTER

K148, along with three other rooms, is now the prototype for a new type of classroom, trading rows of traditional desks for small tables and colourful, movable chairs grouped into "pods" around the room. Each pod is clustered around a large display screen and a whiteboard, allowing students to easily work in small groups. A smartboard at the front of the room enables professors to give instructions, show videos or answer questions from the class.

Plus, there are more than 20 outlets - most of them embedded in the tables.

The process followed by Humber College emphasized spaces that support autonomy in learning, and encourage hands-on, practical, and experiential learning". For example, here is the model used for Experiential Learning experiences: (<http://www.humber.ca/staff/announcement/classroom-design-principles>)



"Explore the project in depth, view our progress through images and find out more information about the Humber Classroom Redesign Initiative at: www.humber.ca/classroomredesign."



Alan Davis,
President

Some early thoughts on emerging “Open Educational Practices” for KPU

Recently, Sal Ferreras and I were part of a team preparing a ‘thought piece’ for the Open Education Global conference in Alberta this month. In keeping with the conference emphasis on Innovation, we used this opportunity to engage in a bit of innovative thinking about some of the possibilities we might explore further in our future plans for KPU Open Studies. We wanted to focus in particular on how KPU could move forward as a leader in B.C. open education through exemplary use of what are now being called “open educational practices” (more below on what that new phrase means).

I wanted to share with you here some of these new ideas that are emerging in the Open Education field, and open up discussion about how these developments could support KPU’s goals and directions. Here’s how we started off our submission for the conference, with the briefest of brief descriptions of Kwantlen’s history and context for an international audience:

As the only polytechnic university in the Canadian province of British Columbia (B.C.), we are committed to developing high quality capabilities for our graduates’ trades/technology and professional careers (as a polytechnic institution), and also for their roles as community members and global citizens (as a university). As a public institution, we have always been committed to serving the diverse needs of our region (the southern part of the Metro Vancouver area of British Columbia). Finally, our location on Canada’s west coast gives us a particular opportunity and responsibility to prepare graduates with global perspectives and competencies, and to offer a supportive learning environment to international students...

Kwantlen Polytechnic University’s roots as a community college (pre-2008), created to increase access to the fastest growing region in British Columbia, continue with our expanded vision: to be an “open” institution, accessible to all learners while focused on serving our geographical region. With some exceptions, admission is still open to all high school graduates, with various pathways of qualifying studies. There are still, however, many un-met needs, especially among learners with time and other constraints, and it is clear that simply offering more of our past teaching models and infrastructure will not suffice for us to meet these diverse demands.

Instead, new and innovative approaches to curriculum, learning resources, outcomes-based assessment, the recognition of prior learning, and judicious use of technology will be needed, to enrich the learner experience and to meet the needs of traditional and non-traditional and adult learners (and in addition to improve the cost-effectiveness of our educational methods). Open Educational Practices have the potential to help us meet these needs in exciting, efficient and empowering ways.

From Open Educational Resources to Open Educational Practices

Within that context, let’s look at some history about the evolving meaning of Open Education. The first open institutions focused on Open Educational Access, breaking down barriers to extend opportunity to students who had been limited by traditional institutions. Open Educational Resources (OER) became a complementary strand of open education, offering the promise of reduced costs for students, reduced time required to develop and revise course offerings, and improved quality of teaching and learning leading to student success. We at KPU are probably most familiar with OER through the BCcampus Open Textbook initiative, but Sal collected for the conference some anecdotes from KPU faculty using other open resources to improve student success.

Opening up new access opportunities for students and leveraging open educational resources for high quality teaching and learning support our KPU institutional mission to serve the educational needs of our region. More recently, the concept of Open Educational Practices has emerged as a frame for the next phase in the development of Open Education. We can see potential for these emerging developments to make a more strategic contribution to our teaching and learning, and to provide opportunities for aligning our plans in open education with our other academic endeavours.

The notion of Open Educational Practices is taking us beyond open sharing and adaptation of resources, to “teaching and learning practices that accommodate more open approaches to knowledge sharing” and “learning in open networks for education, work and life” , including

- open pedagogies to document the rationale behind designs for learning;
- open exchange of teaching expertise, and open scholarship to extend our knowledge of teaching and learning;
- open technologies to facilitate collaboration in open education.

What do these emerging developments mean for us at KPU?

We know that there are many proven advantages to institutional use of Open Educational Resources which we also intend to leverage as part of our Academic Plan, such as lower costs to students, and faster accelerated development of new courses and programs. But we – and everyone else working in Open Education – are still in the very preliminary stages of thinking about how work by our faculty with Open Educational Practices can be developed in future as a signature institutional strength, and in turn leveraged to produce signature learning outcomes for our students.

Here’s one example that we identified in the course of gathering some thoughts to discuss with the experts and innovators at the conference. Of special interest to us at Kwantlen is the potential contribution of OER use to our distinctive role as a polytechnic university, and the way we value and mobilize multiple types of knowledge and diverse sources of expertise, e.g., craft and skills, professional communities, research evidence. This could lead us at KPU to focus more in the future on OER products and processes which cause us to think more deeply about pedagogy, to incorporate additional approaches in exemplary teaching from our professional teaching communities, and to contribute our own insights and expertise in turn.

Looking further into the future, we can foresee additional opportunities for open educational practices to increase our educational impact and raise awareness about the exemplary teaching and learning that we offer. For example, we expect that new methods and tools will emerge for us to share with students the processes of knowledge mobilization that we apply to improve teaching and learning, so that our professional knowledge work as teachers can be a model for their own mobilization of knowledge to improve practices and policies in their professional careers (and in their other roles as community members and global citizens).

Alan

p.s. if you want to see more about these preliminary thoughts about Open Educational Practices at KPU, our conference paper has been published in the Open Praxis journal’s Special Issue of selected conference papers: <http://openpraxis.org/index.php/OpenPraxis/article/view/201/154>

Teaching Matters @ KPU

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