

Waterloo ExL Symposium

The Waterloo ExL Symposium will highlight experiential learning (EL) initiatives and associated resources on campus. This event is geared towards instructors who want to integrate, or enhance their integration of EL within their courses. Additionally, any campus or community partner who engages with and supports experiential learning at Waterloo will benefit from attending. Concurrent sessions will include presentations from instructors, students, and community partners on best practices, challenges, and innovative ideas on how EL may be integrated into teaching and learning.

9:00am – 9:45am Morning Keynote

Dr. Norah McRae, Associate Provost, Co-operative and Experiential Education, University of Waterloo

Norah McRae is known nationally and internationally as a leader in co-operative and experiential education. Her involvement in co-operative education, work-integrated learning and community engagement spans more than twenty years, over which time she has led strategic program development and research on student engagement, work-integrated learning and intercultural competency development. Norah will be presenting on the evolving landscape of experiential learning and creating quality EL experiences.

9:45am – 10:45am Concurrent Session

Experiential Learning 101 – Fed Hall

Anne-Marie Fannon, Director, WatPD
Katherine Lithgow, Senior Instructional Developer, Centre for Teaching Excellence

Interested in experiential learning but don't know where to start? Come and join us for a session exploring experiential learning fundamentals. We'll discuss definitions and forms of experiential learning, identify EL related resources at Waterloo, and share challenges and opportunities associated with integrating EL in the curriculum.

Experiential Learning Logistics – Columbia A

Anne Grant, Manager, Ecology Lab
Heidi Swanson, Assistant Professor and University Research Chair, Department of Biology

Thinking of taking your class on a field trip? Want your students to gain hands on experience beyond your lecture room walls? Want to be the fun and informative instructor that implements experiential learning in a field trip setting? Perhaps you have tried to organize an outing and realized it is easier to show lecture slides in a classroom! Planning field trips may feel like a daunting task but with the right information, support staff and planning, it can be done efficiently, safely and provide a wonderful learning experience for the students. The Faculty of Environment Ecology lab staff supports many courses and related logistics associated with field trips and outdoor activities, and the Faculty of Science provides a means by which students can participate in a province-wide field course program. Join us as we explain how lab staff support course instructors in their endeavors to include field-based learning, and how UWaterloo students can access a wide variety of field courses each spring and summer!

Experiential Learning in a Large Class – Columbia B

Carrie Mitchell, Assistant Professor, School of Planning

Dorothy Hadfield, Lecturer/Extended Learning Co-ordinator, English Language and Literature

Bruce Dadey, Lecturer, English Language and Literature

A common misconception about experiential learning is that it can't be done with a large class size or in an online class. In this session, Carrie Mitchell will describe how she encourages collaborative, creative experiential learning in a large, first-year, class. Carrie will outline how she runs a real-time communications competition in a class of 130+ students and how the major experiential assignment fits into the course learning objectives. Next, Dorothy Hadfield and Bruce Dadey will present their online course ENGL 210F: Genres of Business Communication. Dorothy and Bruce have developed a simulated business environment so that students can experience the effects of their communication choices in a more authentic context. In both courses, the experiential learning assignments enable students to assess the theory in the context of applied practice.

Learning by Doing: Local food systems in Jamaica – Westmount

Bruce Frayne, Director, School of Environment, Enterprise and Development

Mariana Sanchez Soto and Maria Minerva Carmona, Students, School of Environment, Enterprise and Development

What are the learning outcomes for students on field courses? What impact can field experiences have on student learning? Are field experiences worthwhile? Bruce Frayne, Director of School of Environment, Enterprise and Development has taken his students to Saint Ann Parish in Jamaica for an immersive experience focused on the local food system. Attend this session to hear his perspective on the tremendous impact field experience can have on student learning. Bruce will be joined by two students who will discuss how going out into the field impacted their understanding of course concepts, self-reflection, and how their experience will serve them in the future.

11:00am – 12:00pm Concurrent Session

Bringing Industry Issues into the Classroom – Fed Hall

Sean Geobey, Assistant Professor, School of Environment, Enterprise and Development

Jennifer Lynes, Associate Professor, School of Environment, Enterprise and Development

Can the complexity of problem-based learning with industry partners be successfully coupled with in-class pedagogical supports? This talk will outline two similar, but distinct, approaches offered to second and third-year students by the School of Environment, Enterprise and Development. The first approach focuses on bringing into the classroom a range of stakeholders with shared interest in a common issue (ex. sustainable food systems in Waterloo Region) for a series of world café-style discussions with students; while the second approach is structured around one specific organization (often a local business). Industry partners will be on hand during this session to share their perspectives on participating in industry-focused classroom activities.

Roadblocks and Blindspots: When potential mastery goes awry? – Columbia A

Kelly Anthony, Teaching Professor, School of Health and Health Sciences

Corey Johnson, Professor, Recreation and Leisure Studies

Ever try something billed as 'high impact teaching' and wind up wishing you had just pulled out the weathered old course notes and just lectured? Even seasoned instructors sometimes have a course that doesn't go as planned, and even ones that go poorly. This session will be co-chaired by two mid-career committed and award winning instructors who will share some recent 'faceplants' of their own and how they learned from them, picked themselves up and tried again. As a result, both feel they have improved their teaching, not by doing per-se, but by encouraging each other to do some hard reflection and offering each other peer support. Join Dr. Kelly Anthony and Dr. Corey Johnson who will share some of their own war stories about how to hop back on a strong teaching track when you may feel deflated or even permanently derailed.

Edge 101 – Columbia B

Jessica Lang, Manager, EDGE

Anne Fannon, Director, WatPD

In 2017 the University of Waterloo launched an Experiential Education Certificate for non-co-op undergraduate students. Titled EDGE, the program helps students develop professional skills and how to better articulate these skills to target audiences. To satisfy

EDGE requirements, students have the option of drawing on their experiential learning coursework. Participants that attend EDGE 101 will be able to define the program requirements and will better understand the criteria used in approving courses as EDGE eligible.

12:45pm – 1:45pm Afternoon Keynote

Victor Saad, Founder, Experience Institute

In 2012, after five years of working with middle school and high school students, Victor became curious about pursuing an MBA. But the options and costs didn't quite fit. So Victor designed his own Masters by embarking upon 12 projects in 12 months. He called it the Leap Year Project and his experiences culminated when he staged his graduation at a local TEDx and published a book of stories about people learning through risk. He later launched Experience Institute, an organization that helps college students and career professionals learn & grow through short-term, real-world experiences. His work has led him into collaborations with Stanford, Berkeley, Google, and Leo Burnett. In 2015, Victor was inducted into Forbes30Under30 for his work in education, and in 2017 joined the team at Stanford's School of Engineering as a Lecturer in Design, helping students reimagine their learning through experience.

The Future of Work & Learning

It's no secret that the future of work and education is shifting. Technologies are evolving at breakneck speeds. Society continually expects fresh and powerful new solutions. Entirely new categories of business seem to pop up every day. But what does that mean for you? Victor believes you can prepare for those changes, not by striving to be experts, but rather, by remaining a student. Join us for a discussion about the power of learning in our ever-changing landscape of education and careers.

1:45pm – 2:45pm Concurrent Session

What do our students say? – Fed Hall

Frank Hayes, Lecturer, School of Accounting and Finance

Jacqueline Sue, Anna Puri, and Dominic Lau, Students, School of Accounting and Finance

Oscar Nespoli, Continuing Lecturer, Department of Mechanical and Mechatronics Engineering

Ada Hurst, Continuing Lecturer, Management Sciences

Thomas Willert, Student, Management Sciences

Join us to hear what students from the School of Accounting and Finance (SAF), and from Engineering, along with their instructors, have to say about participating in experiential learning opportunities.

Launched with \$500K in funding from an anonymous donor in September 2017, the Student Venture Fund (SVF). Students in SAF and the Conrad School of Entrepreneurship and Business apply and interview to fill the SVF's positions each term. Hear what the students learned, with faculty supervision, while working with industry experts to review company pitches, conduct due diligence, and present investment recommendations to the SVF's Investment Committee.

Interdisciplinary student teams were hired by Bata Innovation Lab, and then FULLSOUL Canada as part of new academic programming called iCapstone. Instructors remotely facilitated the learning of problem finding, formulating and solving while students were immersed in authentic practice contexts in international locations. The pedagogical approach taken was to adapt Schon's theory of reflective practice to Work-Integrated Learning (WIL) placements. Students reported that they learned more deeply than in a classroom because they were in constant engagement with the problems they were trying to solve.

Engaging community partners – Columbia A

Wayne Chang, Lecturer, Conrad School of Entrepreneurship and Business

Leeann Ferries, Associate Dean Undergraduate Studies, Recreation and Leisure Studies

Brendan Wylie-Toal, Program Manager, GreenHouse

Engaging Community Partners

Come and join us to find out why engaging community partners in your courses can enrich the learning experiences for your students. During this session, we will provide an overview of three different programs that have successfully engaged community partners in programs that support experiential learning opportunities for students. Through the examples, we will explore lessons learned on successful engagement strategies, logistical considerations, and outcomes for both students and host organizations.

Wayne Chang, Lecturer, Conrad School of Entrepreneurship and Business

The Conrad undergraduate course for startups called, Foundations of Venture Creation has designed an experiential learning student opt-in project where interdisciplinary student teams work with local Community Partners to support their business model iterations and identify new opportunities for either Value Creation, Value Delivery or Value Capture. The Community Partners include organizations supporting development of youth programs through STEAM (Science, Engineering, Arts, Math) and university students through design, code development and entrepreneurship in the Waterloo Region.

Leeann Ferries, Practicums for Therapeutic Rec students

Students pursuing the Therapeutic Recreation degree are required to complete a 105-hour unpaid practicum interspersed over one academic term. The practicum experience enables students to develop essential competencies for practice while being mentored by practitioners.

Brendan Wylie-Toal, Workplace Innovation Program

GreenHouse has developed an experiential learning program that places interdisciplinary teams of students into public service organizations to discover and test new innovations. Host organizations include KidsAbility, the Canadian Mental Health Association, The Alzheimer's Society, Lutherwood, and the MS Society.

SoTL Research and Experiential Learning: Getting Started - Columbia B

Katherine Lithgow, Senior Instructional Developer, Centre for Teaching Excellence

Judene Pretti, Director, WatCACE

Alice Schmidt Hanbidge, Associate Professor, School of Social Work

Interested in learning how to build your research agenda by turning your classroom experiential learning activities into Scholarship of Teaching and Learning (SOTL) research?

Join us for this session where we will share the:

- Five key steps to conduct SoTL research
- Highlight Resources available to help get your proposal funded
- Offer insights and lessons learned from a successful project

Co-operative Education: learning and work - Westmount

Richard Wikkerink, Director, Student & Faculty Relations, Co-operative Education

This interactive workshop will explore the purpose of co-op at Waterloo and how new initiatives expand and strengthen engagement in work and learning. Participants will learn more about the variety of co-op experiences in the workplace, learn about resources available to students and Faculties, including a high-level review of the supports and services in Co-operative Education.