

# Examples & Tips: Strategies for Helping Students Make Connections

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Part of the Integrative & Experiential Learning Series

Welcome to Strategies for Helping Students Make Connections! My name is Victoria Feth, and I am the Centre for Teaching Excellence liaison to the Faculty of Arts and the AFIW. I am one of your three facilitators. I'm joined by my colleague Katherine Lithgow, also from CTE, and Erica Refling from the Centre for Career Action. Both will introduce themselves soon.

# Webinar Overview

- **Introduction** – Integrative learning; Collaboration and intersections of our work; High Impact Practices (HIPs) (10 minutes)
- **Three Buckets** (45 minutes)
  - Authentic Assessment
  - Explicit Connections
  - Reflection
- Thank You & Credits (5 minutes)
- Q&A (30 minutes)

5/27/2021

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2

Over the next hour, we will provide a little background on career education, integrative learning, and our collaboration between CCA and CTE.

But most of this webinar will cover tips and examples – as promised! – that you can implement in your teaching, which we have categorized into three buckets. We'll introduce you to those buckets soon.

And right away we want to thank all our contributors – this webinar wouldn't be possible, or valuable, without the experiences and materials you shared. We have named our contributors on each slide as well as provided credit at the end of the slides. All our contributors have generously given permission to us to share their materials, both within this webinar and in a forthcoming handout package that we will email to you in one- to two-weeks' time.

We will close with 30 minutes for Q&A.

## Webinar Objectives

*By the end of this webinar, you should be able to:*

- Describe integrative learning, including its importance and challenges for higher education.
- Understand and appreciate that knowledge, skills, and values developed in courses are frequently applicable to learning, work, and life more broadly.
- Identify strategies and activities that you can incorporate into your own courses.
- **Feel more confident designing teaching and learning activities for integrative learning.**

These objectives are the same ones included in the webinar advertisement, so I want to highlight just one right now: By the end of this webinar, I sincerely hope that you will feel more confident designing teaching and learning activities that help students make connections.

## How did this collaborative webinar get started?

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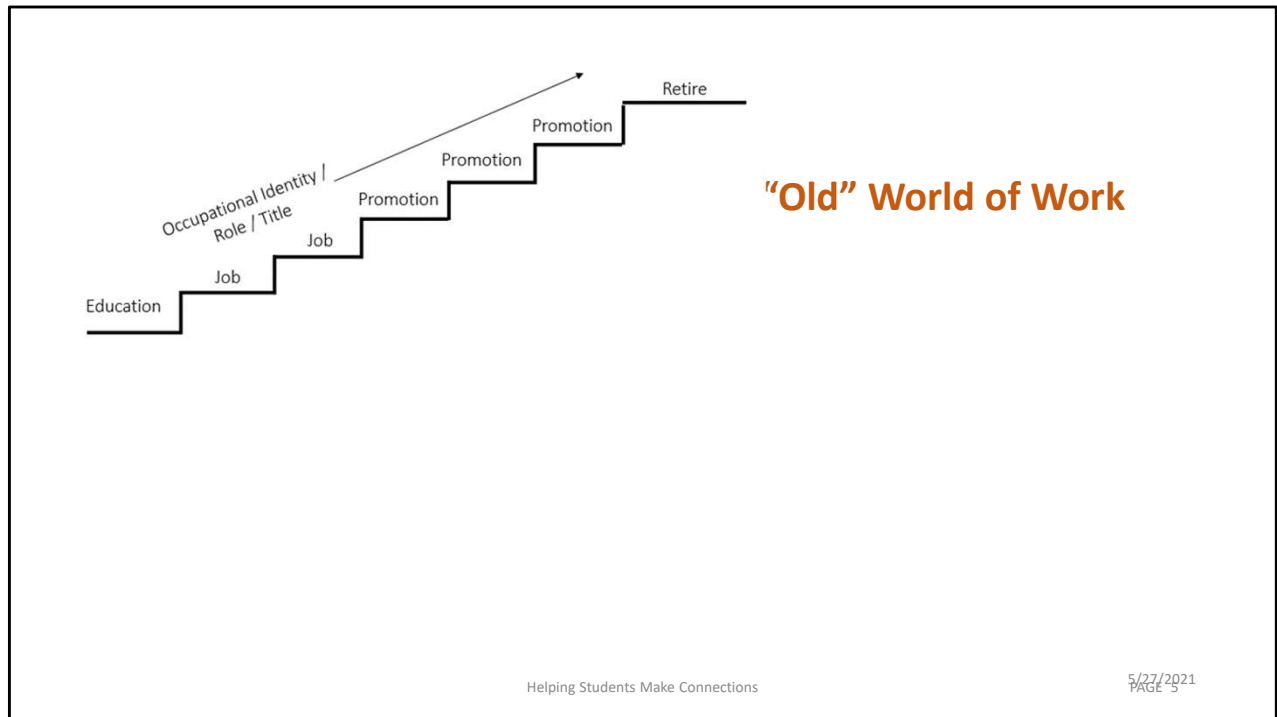
4

-I'm a Career Advisor in the Centre for Career Action (CCA) and, about a year ago, was assigned to a special career education project connected to the Faculty of Arts.

-There was a lot of flexibility in the direction this Faculty of Arts project could go, but the broad goal was to support student learning and development by helping students better understand the value of what they're learning right now and how it is applicable to so many of their other current and future learning, work, and life experiences.

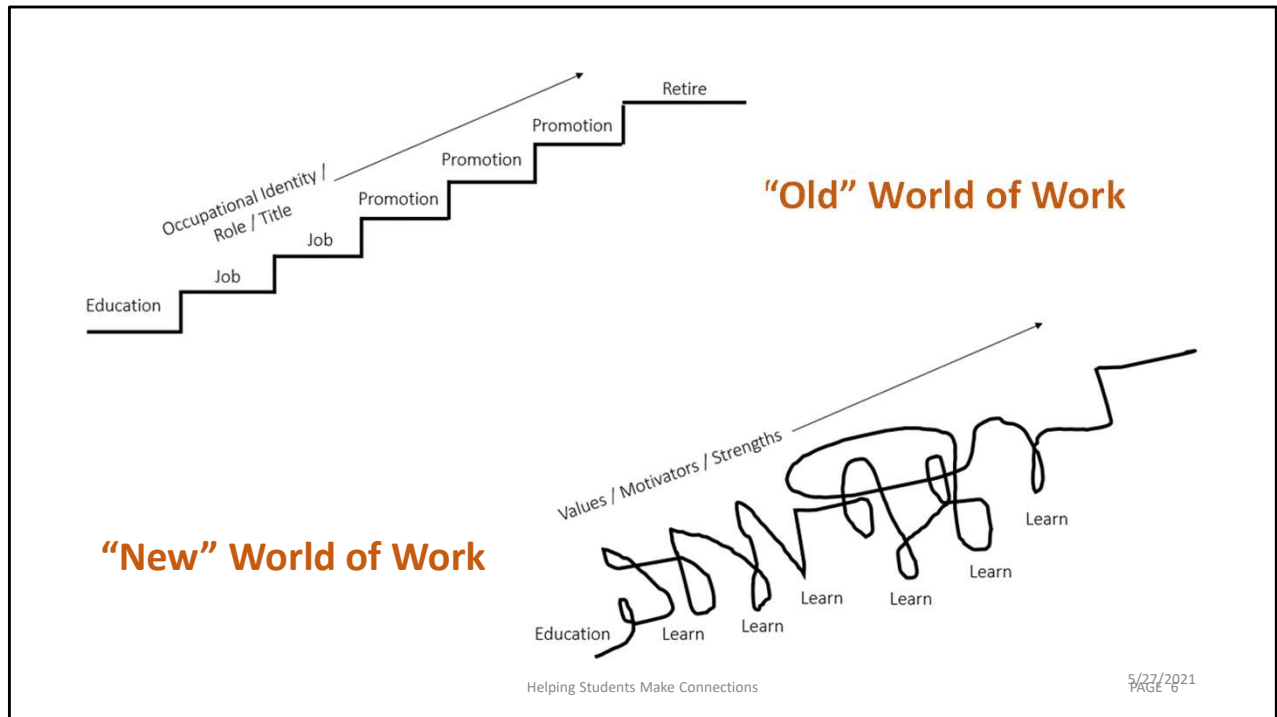
-This is a career development goal that my colleagues and I are always working toward with students, I but wanted to explore more scalable and sustainable ways to incorporate this holistic learning mindset into the student experience. How can we get more individuals, more mentors, to share the same kind of messaging students might receive if they proactively seek out support from the CCA?





-To describe career education further, it's also important to talk about how the future of work is changing.

-First picture highlights a very traditional view of work - you get an education, find a job connected to your degree, maybe bounce around a little bit, but there's a general sense of linearity, stability and vertical progression.



-Today's reality is more likely to look like this second picture: non-linearity is the norm; on a surface level, someone's education may not appear relevant to their role; and people are likely to work in many jobs across multiple industries, especially as jobs disappear and new roles are created.

-The reality that technology, cultural and social trends are changing and disrupting the nature of work is not new, but what is new is how quickly, how exponentially things are changing now.

## What Do These Changes Mean?

- ✓ **Lifelong learning**
  - Importance of adaptability and flexibility
  
- ✓ Importance of **self-clarity** and ongoing career development
  - Shift emphasis away from job title / role
  
- ✓ Wide applicability of **knowledge, skills** and **values** developed in courses (and elsewhere)

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7

-This means that lifelong learning (informal or otherwise) is extremely important as students will have to constantly adapt to shifting expectations and priorities in the workforce.

-Self-clarity is what can provide students with a sense stability and cultivate a feeling of agency over their lives when much change is happening around them. Rather than defining oneself through a specific occupational identity, like a role/job title, we can encourage students to first reflect and focus on what's important to them, what motivates them, and what knowledge and skills they want to use. Because this way of thinking fosters adaptability and highlights the applicability of many kinds of roles and environments that may be a good fit for them.

-Students can learn about these different aspects of their identities through their program and specific courses, but it's important to be intentional about it and build space for reflection so students are able to create meaning from their learning experiences.

How did this collaborative  
webinar get started?

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**Reflective / Meaningful Learning**



Centre for Teaching Excellence

-What I hope is clear by now, is how much career development centers around the learning cycle and involves reflective practice informing thoughts, behaviours and, ultimately, one's self-concept. Through sharing these ideas about career development, we quickly recognized the alignment between CCA's values and goals in working with students as career development practitioners and CTE's values and goals in supporting students by fostering a culture of effective teaching and meaningful learning.

## Integrative Learning ...1

"Fostering students' abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges of higher education."

*A statement on integrative learning  
Association of American Colleges and Universities (AAC&U) and the Carnegie Foundation for the Advancement of Teaching*

## Integrative Learning ...2



Suppliers - H203



Working with Round Things - H341



Working with Bricks - H101



Garage Doors - H240

*helping students make connections*

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10

Imagine that we wanted our students to be able to build a house at the end of their program. We'd likely offer courses related to different aspects of constructing a house.

## Integrative Learning ...2



*helping students make connections*

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11

However, if we fail to remind students about the purpose of the courses and how the courses connect to each other, or we fail to discuss why housing is important to society in the first place, and we never provide an opportunity for students to actually experience what it is like to build a house, most students will be left with a number of seemingly disparate courses, and disconnected pieces of knowledge.

## Integrative Learning ...3



*helping students make connections*

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12

Often, this is what the undergraduate experience can seem like - a fragmented landscape of courses taken to satisfy the requirements of a major, participation in a number of co-curricular activities, alongside “the real world” beyond the campus with no connection made amongst the pieces.



## What is integrative learning? Why is it important?

Providing learning experiences that enable students to:

- become **"integrative thinkers who can see connections in seemingly disparate information and draw on a wide range of knowledge to make decisions."**
- **"adapt the skills learned in one situation to problems encountered in another: in a classroom, the workplace, their communities, or their personal lives" (21).**

Association of American Colleges and Universities (AAC&U). (2002). *Greater Expectations: A New Vision for Learning as a Nation Goes to College*. <https://www.aacu.org/sites/default/files/files/publications/GreaterExpectations.pdf>

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13

It occurs as learners address real-world problems, unscripted and sufficiently broad to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives. It is a focus on not only the content knowledge of the discipline but also a focus on skills and values.

Why is it important? With a world that is volatile, filled with uncertainty, complexity, and ambiguity, (we just have to look at the past year and a half for a good example!), more than ever, students need programs of study that will help them integrate learning, connect the pieces, and make sense of their experiences.

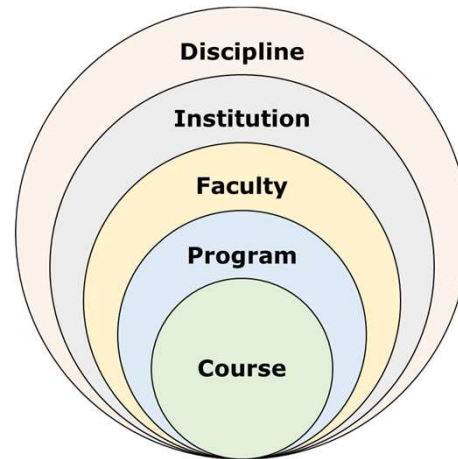


Developing students' capacities for integrative learning is central to personal success, social responsibility, and civic engagement in today's global society. It becomes not just a benefit... but a necessity.

We hope that the examples we provide throughout this webinar will inspire you to make more opportunities available that model and help students build these integrative learning skills.

## Collaboration and the Intersections of our Work

- Importance of variety of activities and assessments
- Intersects with CCA
  - Integrative learning
  - Lifelong learning
  - Career education
- Collaboration with instructors
- You are not alone!



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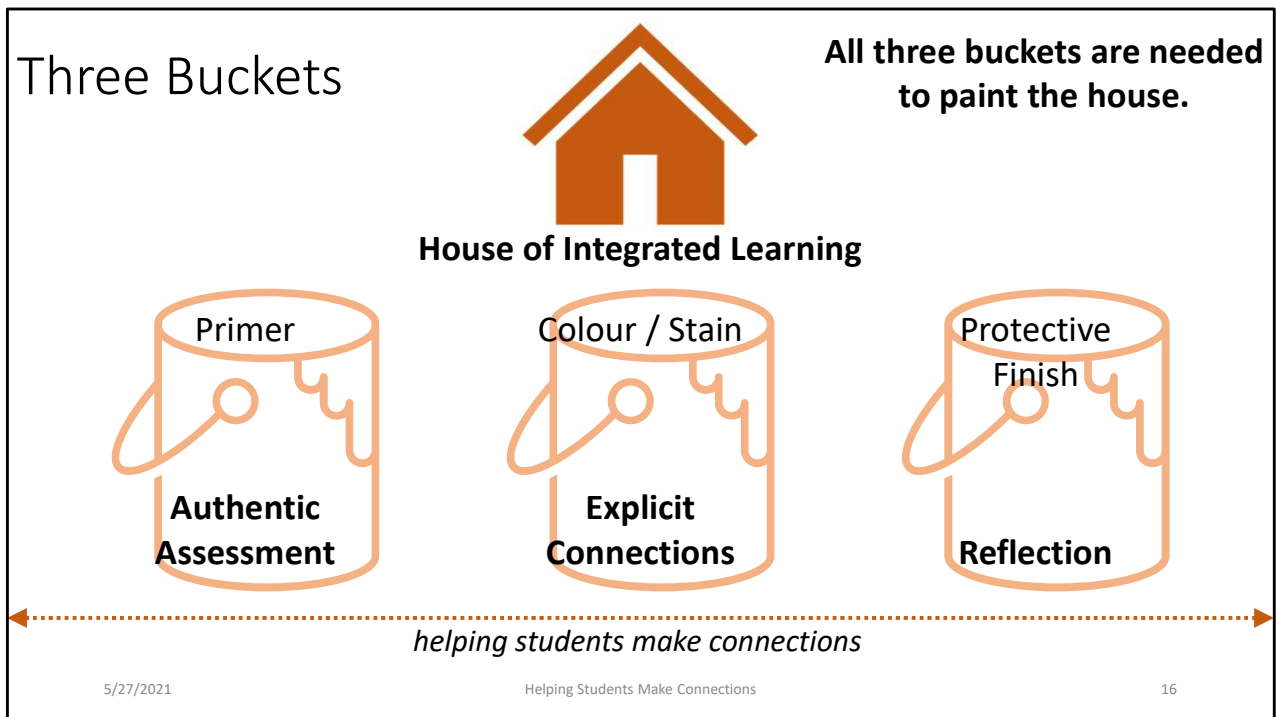
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15

This was an easy collaboration with CCA and Erica, as our work intersects in many ways. For example, at CTE we continue to recognize the importance of providing students with a *variety* of activities and assessments. Remote teaching only further underscored this importance, which is rooted in universal design. One way to provide this variety is to design for integrative, lifelong, and career education learning experiences.

Collaboration also extended to instructors, our contributors. When we set out to start a conversation about career education in Arts, we asked ourselves: “Where should we begin?” We recognized that a lot of this teaching is already happening, so we surveyed instructors, and we were *overwhelmed* by what you shared! And, in many cases throughout this webinar, we collaborate with you by offering ideas for extensions to the tips and examples you shared.

Here, we also want to acknowledge that this type of teaching can feel somewhat overwhelming and isolating, like you are the only one teaching this way or even interested in teaching this way. But this concentric circle model reminds us that we are not alone. The possibility of collaboration exists across courses, within programs and faculties, as well as at the institution and discipline levels.




We needed a way to organize the responses from the survey, so we looked for inherent categories that reflected both 1. what we know from the scholarship of teaching and learning and 2. the real experiences of our contributors.

All categories are imperfect and limiting, but we found that these three categories – or buckets – helped us to start the sorting process and then carried over into this webinar.

Each bucket – Authentic Assessment, Explicit Connections, and Reflection – helps students to make connections, just as completing each step in the painting process results in a lasting exterior for a house.

Up front, we acknowledge that there is A LOT of information here. We have done our best to organize, cull, and later provide more via a handout package. We recommend taking notes on the tips and examples that *really* jump out to you – as if you’re being pulled down a river and you notice a branch to grab onto. That way you can ask us questions here today, but you will be able to spend time looking at the handout package at your own pace.



## High Impact Practices (HIPs)

Kuh, G. D. (2008). High-Impact Educational Practices: What They Are. *Who Has Access to Them, and Why They Matter*, Association of American Colleges and Universities.

5/27/2021 Helping Students Make Connections 17

As Victoria said we were thrilled with the responses. What we found is that the examples had a common element. Each example embodied characteristics of High Impact Practices. You may have heard of high impact practices – examples include undergraduate research, capstone projects, collaborative projects.

When done well, HIPs are positively associated with:

- Persistence and GPA
- **Deep approaches** to learning
- Higher rates of **student-faculty interactions**
- Increases in **critical thinking, writing skills**
- Greater **appreciation for diversity**
- Higher **student engagement** overall

Kuh, 2008; National Survey of Student Engagement, 2007.

We call them High impact practices because these practices, when done well, have been found to have a high correlation with - SLIDE POINTS

## Characteristics of High-Quality High Impact Practices ...1

- **Performance expectations** set at appropriately high levels
- **Significant investment of time and effort** by students over an extended period of time
- **Interactions** with faculty and peers **about substantive matters**
- Experiences with **diversity**

Kuh, G. D., O'Donnell, K., & Reed, S. (2013). Ensuring quality and taking high-impact practices to scale.

## Characteristics of High-Quality High Impact Practices ...2

- Frequent, timely and constructive **feedback**
- Periodic, structured **opportunities to reflect and integrate learning**
- Opportunities to discover relevance of learning through **real-world applications**
- **Public demonstration** of competence

Kuh, G. D., O'Donnell, K., & Reed, S. (2013). Ensuring quality and taking high-impact practices to scale.

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20

- Students give and receive frequent, timely and constructive feedback . Feedback does not come from the instructor alone.
- Embedded throughout the course are periodic, structured opportunities to reflect and integrate learning
- There are opportunities to discover relevance of learning through real-world applications
- Public demonstration of competence – work is not done for just the instructor. It is shared with a broader audience.

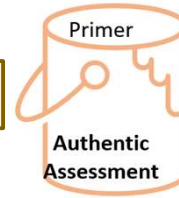
As we go through the examples, keep these characteristics in mind. As Victoria mentioned, we've put the examples into buckets, but you'll notice a lot of overlap, and we hope the examples will encourage you to adapt, or spark ideas for assignments that you might design to help support integrative learning.





# Authentic Assessment

What is it?





## Authentic Assessment

Learners address **real world problems**

- Require multiple **areas of knowledge** and multiple **modes of inquiry**
- Offering multiple **solutions** and multiple **perspectives**
- Focus on **knowledge, skills AND values**

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22

When we talk about authentic assessment as a way to help students make connections and integrate their learning, we are talking about providing learners with opportunities to address real world problems that require multiple areas of knowledge and modes of inquiry. The problems can benefit from multiple solutions and perspectives. There may be no “right” answer. And there is a focus on knowledge, skills AND values. Students are expected to make judgments about what information is relevant, what skills are required, and how best to use this.

The problems often focus on messy, complex real-world situations and students experience associated constraints and consequences to varying degrees.

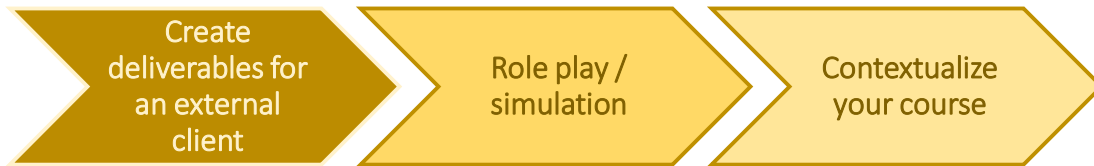
The activities often involve iterative recurring tasks – not a one-shot deal – students get more than one opportunity to show what they’ve learned.


### **Authentic Assessment Tip 1**

Have students undertake activities that are typical of members of the discipline



## Examples – Different shades of authenticity





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Tip 1 Example 1: Students prepare deliverables for someone other than the instructor

**Dr. Vershawn Young**

Students will work with **real organizations as an essential aspect of the course.**

*"... remember that your knowledge and perspectives are partial. They will be challenged, enlarged, modified..."*

Assignments include

- **Conversation with a Professional Consultant** –25%
- **Consulting Project**—50%
  - Contract Meeting—10%
  - Final Contract—5%
  - Website—10%
  - Consulting Plan – 25%

5/27/2021 Helping Students Make Connections 25

## AA1

Students work with an authentic client.

In this course, Students work with a real organization as a communications consultant. They have to create a website outlining their consulting skills. They have to prepare for meetings with the client, meet with the client, and create a consulting plan that is presented to the client. You can see that the Consulting Project was worth 50% of the course mark.

This is a great example of students publicly demonstrating their competence, Working for a real client makes the various 'assignments/tasks' more relevant and authentic. Students are able to call upon knowledge and skills they have learned in the past, and throughout the course to complete the project. Students are more motivated and engaged when they can see value beyond the course.



## Tip 1 Example 2: Design simulations related to professional issues

**Dr. Goetz Hoeppe**

- **Plan** the building of a dam in Arizona that would flood the lands of an Indigenous peoples' reservation.
- **Role play** in a court session by representing these different groups in the discussion.
- **Consider the perspectives** of those involved and affected (Indigenous peoples, engineers, politicians, etc.).

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26

Working with real-world clients isn't always possible, or desirable. Another way to allow students to "do" the work that members of the discipline do, is through role playing.

In Goetz Hoeppe's course, students are presented with a scenario informed by an historical case - a proposal has been made to build a dam in Arizona that would result in flooding of the lands of Indigenous Peoples.

Through role playing, students have to consider different perspectives (multi-disciplinary perspectives), work with a messy real-world problem, open to multiple interpretations and outcomes. They have to call upon knowledge, skills and values to negotiate this complex problem. And they demonstrate their competence by role playing a court session where different perspectives of those involved in the scenario are considered and expressed.



## Tip 1 Example 3: Three-Minute Thesis

**Dr. Heather Love & Dr. Carter Neal**

The AccessTech directors are impressed with your work...

To embrace the Disability Rights Movement's principle "**Nothing About Us Without Us,**" they have assembled an 8-person focus group from that community to help brainstorm potential alternative ideas.

They have directed you to use the **3-Minute-Thesis (3MT) format.**

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27

### AA2

In our next example, Heather Love and Carter Neal have set up the course as though it were an imaginary engineering company, and have designed the assignments to represent tasks that would be carried out within the company. Rather than approaching the course from the perspective of a student, learners are asked to take on the role of a co-op student working at an imaginary engineering company, Access Tech.

One assignment, for example, requires students to give a presentation using the Three-Minute Thesis format. Notice how the assignment is made more relevant and engaging by providing the following context, and by building on a previous assignment where students had to create a report and provide a recommendation to the company based on research they had done.

Assignments are treated as interactions between an engineer and a client, not a student and an instructor. The context helps them see themselves as members of the discipline, not a student completing seemingly unconnected assignments.

## **Authentic Assessment Tip 2**

Provide opportunities for students to practice audience-centric communication using different formats and genres






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## Tip 2 Example: Dissemination of research to a broader audience

**Dr. Megan De Roover, Dr. Kimber Sider**

Students create a scientific report then **present their research using their own popular medium of dissemination (Podcast, YouTube video, comic, etc.)** turning their research or reports into something digestible for a broader public audience



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29

### AA3

This assignment is very relevant. We are often asked to present discipline specific knowledge to a broader audience. Being able to communicate and to do so using more popular formats of communication is an expectation. It is engaging, allows students to be creative. Again, asking them to develop skills that they can use beyond the classroom

### **Authentic Assessment Tip 3**

Integrate and support collaboration / group work

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30

More and more we are expected to work with others. Integrating and supporting collaboration is not just a benefit, it's a necessity for life inside and outside the classroom.



## Tip 3 Example 1: Document group norms ...1

**Dr. Rob Gorbet**

a significant portion of your course grade depends on group deliverables...



For this deliverable, you will write a brief document that describes the ways in which your group members have agreed to **explicitly approach the important aspects of group process in your collaboration.**

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31

### AA4

For this assignment, Rob Gorbet helps set the students up for success as they work on their group project. Students create a document that describes the ways in which your group members have agreed to explicitly approach important aspects of group process in your collaboration.

This is a discussion the students should be having in the first place. He is just making it explicit and embedding it into the group project process. He introduces the importance of working in groups, emphasizing that a lot of work needs to be done in a relatively short amount of time, so it will be important to get buy-in and commitment from everyone involved.

He then goes on to provide guidance by showing examples to illustrate the level of detail they should be thinking about. He's providing guidance to get the students off to a good start.



## Tip 3 Example 1: Document group norms ...2

**Dr. Rob Gorbet**

Examples provided to guide the students.



**Check-minus:** “We agree that meetings are very important, and we should not miss any.”

**Check:** “ We agree that meetings are very important. If we need to miss one, we will make sure to notify the group ahead of time and catch up on the minutes of the meeting within 48 hours.”



## Tip 3 Example 1: Document group norms

...3

**Dr. Rob Gorbet**

### **Check-plus:**

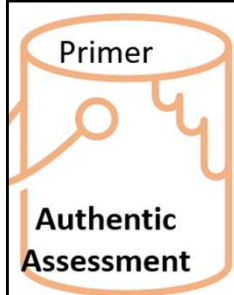
“We agree that meetings are very important, but we understand that there may be situations where one or more group members need to miss a meeting.

We will circulate an agenda at least 3 days prior to each meeting, particularly those in which important decisions need to be taken.

If anyone can't attend a meeting

- they will let the rest of the group know as soon as possible,
- send their input on agenda items to all group members ahead of the meeting,
- and catch up on the minutes within 48 hours.

The group may need to defer critical decisions to a future meeting if they feel a member's absence might affect the decision or their ability to buy into it.”



## Tip 3 Example 2: Implementation Plan

**Dr. Rob Gorbet**

The implementation plan describes how your [project] will come to life.

Two parts to the plan:

1. **Group deliverable** - the high-level project management document **describes the high-level tasks and how you intend to accomplish them**
2. **Individual deliverable** - a more detailed plan with a **timeline for each of your individual roles**

A template has been created... that you should use (5%).

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34

### AA5

Another way to integrate and support group work/collaboration is to ask students to not only think of the work that their group will do, but also to consider the role that each individual in the group will undertake. And then ask them to make that explicit.

Note that the assignment is part of a larger assignment, not just an end in itself. It is woven into the major task. Students are documenting what they are responsible for, making themselves more accountable to the group.

Through these assignments, students are working on their group project, but also learning about processes that can help the group function best – giving them tools that they can use in future group projects.

#### **Authentic Assessment Tip 4**

Design and scaffold opportunities for students to provide feedback to each other that can be used to inform revisions

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35

Our next tip is to “Design and scaffold opportunities for students to provide feedback to each other that can be used to inform revisions.”

Feedback doesn't have to come from the instructor. Having students provide feedback to each other helps them value the perspectives of others. The process of reviewing and providing feedback helps students think about their own work and discover improvements they could make to improve the quality of their own work. In addition, it helps students see issues from different perspectives or presented in ways they hadn't thought of.

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## Tip 4 Example: Peers help each other improve a draft

**Dr. Alicia Batten**

Assign students to groups of two or three

Create a 10-15 min **podcast** where they have an informal conversation about what they have learned about their respective topic to date, using the notes as a guide.

They use the feedback to move forward with their own project



5/27/2021Helping Students Make Connections36

## AA6

This next example demonstrate how powerful informal, focused conversations can be.

This is part of a larger assignment. In Alicia Batten’s course, each student completes a major project – in this case it is a memoir analysis. Students begin by preparing prep notes for their individual projects and submit these. Then they meet with another classmate to have a conversation about their work to date – and create a podcast (something that is lasting and public facing. The purpose of this assignment is to foster collaboration, practice oral speaking, and help students think about and prepare their Memoir Analysis assignment.

Basically, students are asked to be curious about the work of their classmates and engage in a friendly conversation. So the conversation might go something like:

*Hi Victoria – how are you finding the project?*  
*That’s really interesting. Can you say a bit more about that?*  
*Hmm, I’m not following, can you give me an example?*  
*That is exactly what I was thinking as I read my memoir!*  
*I had a completely different reaction to that ... It made me wonder...*



At the end, they have met a classmate, engaged in 'accountable talk' about substantive matters, and given feedback and received feedback that they can use as they continue work on the memoir analysis. They are doing this in a more engaging and informal format.

## **Authentic Assessment Tip 5**

Provide intentional spaces / activities for students to teach one another

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37

Providing intentional spaces / activities for students to teach one another is another way for students to pull together what they have learned in a manner that is useful beyond the classroom. When you have to teach something to others, you have to have a good understanding of the topic. Preparing to teach a topic often helps uncover gaps in your own understanding.

Here are a number of examples that allow students to do this.



## Tip 5 Example 1: Students teach their peers ...1

**Dr. Julia Williams**

Students are taught how to write a lesson plan

- articulate objective
- plan sequence of activities to achieve objective
- finish with measurable outcome where students demonstrate their learning



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38

Julia Williams takes time in her course to have students learn how to create a lesson plan. Then develop and deliver a lesson. Students are able to see a framework and then practice using it. A skill that can be called upon in many different situations – teaching assistants, those interested in going into the teaching profession, or any situation where you have to share information with others and ensure they leave with a certain level of understanding.



## Tip 5 Example 2: Students teach their peers ...2

**Dr. Jennifer Ball**

Negotiations Course 3rd Year

- **Entirely student-directed and skills-based**
- course readings given up front
- **Students are tasked with teaching their classmates different course topics**
- Students' primary role – teacher
- Instructor's primary role - coaching capacity

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## Tip 5 Example 3: Students teach their peers ...3

**Dr. Stacy Denton**

Preparing for presentation on Intersectionality:

Each group member comes to their **own understanding.**

Then come together as a group to consider how to **integrate each other's ideas** into a coherent presentation.



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40

This assignment is effective in exposing students to different perspectives and fostering collaboration and understanding. Students have to listen to the perspectives of others, check their own understanding and assumptions, articulate their understanding to others, and then collaborate to prepare a coherent presentation that integrates the group members ideas. Another way to get students 'doing' what members of the discipline do.

### **Extending Authentic Assessment - Tip 6**

Provide opportunities for students to make **personally meaningful** connections to topics under discussion and share with classmates

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41

Help students integrate their learning by sharing the last tip.

Provide opportunities for students to make personally meaningful connections to topics under discussion and share with classmate.

These activities in these following examples help students integrate their learning, and articulate it to themselves and others.

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# Extending Authentic Assessment: Integrating Learning Through Portfolios

**Dr. Kate Willink, WatCV Assignment**

5/27/2021
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42

**ePortfolio: Inspired Insights, Magnificent Failures, and Unanticipated Connections**  
<https://uwaterloo.ca/centre-for-teaching-excellence/eportfolio-inspired-insights-magnificent-failures-and-unanticipated-connections>

**WatCV assignment - [WatCV Course Integration: For Instructors | Centre for Teaching Excellence | University of Waterloo \(uwaterloo.ca\)](#)**

The first example is from Dr. Kate Willink (a professor who was with us many years ago and given us permission to share this activity). She has left but this activity has been adapted and used across campus. Students create a portfolio that is shared with their classmates showing how they had achieved the course learning outcomes under the categories of Inspired Insights, Magnificent Failures, Unanticipated Connections. All students were in the same course, but what they learned, how they design and share their portfolio is unique to them. It's interesting for students to see what each other has taken away from the course or program.

Another portfolio option is based on the WatCV assignment, where students create a portfolio where they identify and articulate the skills they have developed while completing coursework and document these 'claims' with evidence illustrating the skills. Their audience is a prospective employer. Again, many students with similar skills, but explaining

and documenting them in ways that are personally meaningful.

Think about this as a rehearsal for a job interview, grad school interviews, performance evaluations.





helping students make connections

Rather than students learning to build any house

## Authentic Assessment



helping students make  
personally meaningful  
connections

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44

they are able to build a house that is unique and meaningful to them. Not only are they making connections and integrating their learning, but they are also making connections that are personally meaningful to them.

Colour / Stain

Explicit Connections

Explicit Connections

What is it?

5/27/2021

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45

-The three buckets are not mutually exclusive and pulling elements from each one of them can reinforce students' ability to integrate their learning.

-This next category can strengthen authentic assessment experiences by drawing explicit attention to the transferability and relevance of those applications.

-The tips and examples in this section are generally more about *instructors* integrating various perspectives into the learning experience and/or making connections *for* students, which can be contrasted with the next category, Reflection, where the focus is on *students'* putting in the work to make those connections at an even deeper level.

### **Explicit Connections Tip 1**

Introduce **other** professional and personal **perspectives** into the classroom by **inviting guest speakers** and **aligning** the experience with **course curriculum** through active student engagement.

5/27/2021

Helping Students Make Connections

46

-I will briefly talk about ways to enhance this student learning experience.

Colour / Stain

Explicit  
Connections

Dr. Alana  
Cattapan

## Tip 1 Example 1: AMA (Ask Me Anything) Assignment

Think of the assignment this way: we are, as a group, engaging in a journalistic endeavour. We have the opportunity to ask some brilliant and incredibly experienced experts in Canadian politics a series of questions. And we don't want to waste the opportunity. How can we get them to tell us their most compelling stories? How can we get them to give us nuanced and interesting answers?
← Student preparation (encourage dialogue)

Writing good questions is also an important skill, and one that you'll draw upon in other classes, and in a wide range of professions from lawyer to researcher to policy analyst to journalist. It is difficult to come up with the kinds of questions that help people open up, and requires you to understand a bit about who they are and what their contributions have been. In order to start you off with your background research on AMA speakers, the syllabus includes links for each.
← Broader relevance

**Resources to help:**

- <https://www.wbur.org/hereandnow/2019/03/08/dean-nelson-interviewing>
- <https://pultitzercenter.org/builder/lesson/six-tips-strong-interviews-25369> (especially tips 1 & 2)

**A few more details**

- Two questions for each of our planned speakers
- Total of 10 questions
- Use the template format (or a slight variation if you like)
- Each question will be marked out of 1 (possible marks are 0, 0.5 and 1) for a total of 10, with the additional 5 marks reserved to reward particularly thoughtful, creative and/or well-researched questions.
← Assessment
- Marks will focus on demonstrating background research, asking open-ended questions, clarity in writing, and connections between the speakers' work and the course.
← Connect to learning outcomes

5/27/2021
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### EC1

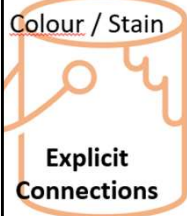
-This first example incorporates a lot of great elements. In this course, there's a 5-person speakers' series where the guests share their personal and professional perspectives, but also deepen course knowledge. Before the series begins, students are given an assignment where they research each speaker to develop strong discussion questions.

-The way this assignment is laid out integrates the experience within the context of the course.

-Guest speakers are not solely lecturing to the students, space is intentionally created for dialogue, and the pre-work gives students time to reflect and ensures they're better prepared to engage in a meaningful discussion with each professional.

-There is also an assessment component linked to this assignment, with resources and a rubric to support students in generating good questions.

-The speakers' messaging is connected to the course learning outcomes and students are explicitly encouraged to make those connections in the kinds of questions they develop.



## Tip 1 Example 2: Different Kinds of Guest Speakers

**Dr. Rob Gorbet,  
Dr. Heather Love,  
Dr. Carter Neal  
& Dr. Daniel Bratton**

- **Fourth (upper) year students** are brought back to the classroom to share how their third (lower) year experiences influenced them.
- An **“expert”** is invited to discuss a particular piece of work.
  - **Poet** invited to read their poems and discuss their writing
  - **Researcher** (including **PhD students**) invited to discuss an Op Ed or scholarly article

5/27/2021

Helping Students Make Connections

48

-This next slide highlights some variability in the kinds of guests you might consider bringing into the classroom

-Bringing in students is a valuable way to leverage the impact of peer learning - a peer might be able to connect well with the audience and share particularly relatable insights and applicable learnings

-As the instructor, it's often easier and requires a shorter timeline to recruit former students as guests.

-On the flip side, you might consider various “experts” who could speak to your class.

-Hosting guest speakers can deepen students' understanding of the course material and its applications, but it can also help students connect with individuals, community organizations, institutions, etc. which can lead to building broader professional networks

-Two quick items for consideration:

-The importance of prioritizing speaker diversity, especially if you have a panel or a series of speakers.

-Provide appropriate compensation for the time and effort your guest speakers have invested in the presentation.

## Explicit Connections Tip 2

Explicitly direct students' attention to the domain-specific and broader professional skills they are developing in your course.

5/27/2021

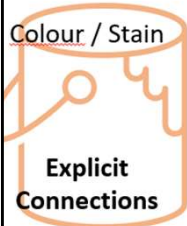
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49

-Sometimes we take for granted that students are fully aware of the skills they're developing, how they're developing those skills and how those skills are valuable outside of the classroom.

-But, without students being encouraged to adopt this level of analysis, it can be quite challenging, especially in earlier years, for students to see beyond the disciplinary knowledge they're acquiring.

-However, when they do, it can lead to greater student engagement and start to chip away at that often linear, very narrow focus of what they might be able to do with their degree.



## Tip 2 Example 1: Knowledge and Skills Development Outlined in Syllabus

**Dr. Rob Gorbet**

- “As with any university assignment, we don’t ask you to build a museum exhibit because there are museum exhibits that need building: **we ask you to build a museum exhibit because of the growth and impact this activity will have on you, the student.**”
- Knowledge and Design Practice:  
.....
- Group Work and Professional Skills Development:  
.....

5/27/2021

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50

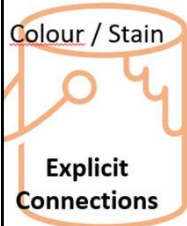
### EC2

-This first example pulls text from a syllabus. In this course, students work in groups to create a museum exhibit.

-This sentence explicitly reminds students what university is all about. It’s not about the end product - the assignments, the projects, the exams - it’s about the learning and development that happens through the process of engaging these activities.

-The syllabus goes on to outline a list of the specific knowledge and design practice skills as well as the group work and professional skills that students develop in this course.





## Tip 2 Example 2: Skills Development and Sample Contexts Outlined in Syllabus

**Dr. Heather Love & Dr. Carter Neal**

- “You will practice genres of communication crafted for audiences that might include **employers, clients, peer groups, technical staff, public audiences, and regulatory and policy-focused stakeholders.**”

5/27/2021

Helping Students Make Connections

51

-This slide is another example where we've highlighted language from a syllabus.

-This bullet point explicitly outlines the various contexts in which students may apply their knowledge and skills in the future to strengthen that learning relevancy component.

-This is in addition to specifically outlining what that knowledge is and those skills are, which I haven't displayed on the slide.

-I also want to mention that being explicit about knowledge and skills development, ideally, is not only accomplished in the syllabus, but can be built into the framing of assignments or course activities, and how you present content, so it's simply woven throughout your teaching

### **Explicit Connections Tip 3**

**Explicitly connect current learning with past / future learning.** This can be accomplished by building connections across assignments / outcomes within the same course and by linking learning to curriculum in other courses.

5/27/2021

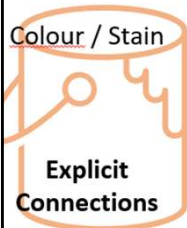
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52

-This tip acknowledges that learning builds upon what is already known or what can already be done.

-As an instructor, activating or making salient background knowledge or skills that students can transfer to the current learning environment will encourage students to make those connections on their own.

-It is also motivating for students to recognize and reflect on their progression and motivating for students to understand how what they are learning now is going to be applicable, valuable to them going forward.



- ✓ Acknowledgement in **syllabus**
- ✓ **Project / assignment** instructions and design
- ✓ **Verbal** reminders

**Explicitly connect current learning with past / future learning.** This can be accomplished by building connections across assignments / outcomes within the same course and by linking learning to curriculum in other courses.

5/27/2021

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53

### EC3

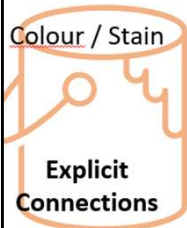
-Similar to the last tip, this can be done formally and informally.

-That might include an acknowledgement in the syllabus, an assignment or verbal reminders throughout connecting various course activities and concepts to other experiences – and, of course, all of this can be made more impactful with active student reflection.

-Approaching teaching from this interconnected mindset can invite greater collaboration amongst colleagues to discuss course design. It also supports taking a broader understanding of the student perspective and how their various learning experiences scaffold on top of one another.

#### **Explicit Connections Tip 4**

Ask students to **imagine a professional perspective** to address course material.



## Tip 4 Example: Students as Consultants Project

**Dr. Goetz Hoeppe**

- Students are put in the **role of “consultant”** to related organizations. They complete an ethnographic group project where they study particular social media uses from this **imagined perspective**.
- To extend this idea further:
  - ✓ Explicitly **connect** the **knowledge and skills** a [insert professional] requires to what your **students are learning**

5/27/2021

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55

-The reason I wanted to highlight this example is because the role of consultant can transfer across essentially any discipline. They provide and analyze information based on a particular area of expertise, identify problems, make recommendations, and facilitate client learning (among other things).

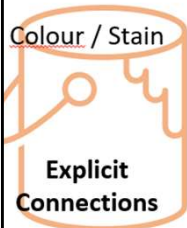
-The ‘professional’ students embody doesn’t have to be a consultant and different professions will be more or less relevant depending on your course or discipline, but the idea is to get students to step out of their student identity and adopt a different perspective.

-Be sure to explain or create space to explore the skills a consultant (insert professional) needs and how those skills connect to what the students are learning.

### **Explicit Connections Tip 5**

Have students actively engage in the process of **researching roles** and **organizations** that **connect to the skills** and **knowledge** they are developing in your course.

Include a **peer sharing element** to highlight the diversity and non-linearity of potential pathways.



## Tip 5 Example: Students Interview a Professional

**Toni Lemon**

- Students set up an **(informational) interview** with a person in a job of potential interest to learn more about their profession and how they ended up in that position.
- The students **present this information back to their peers** so everyone can learn about different career options and the **transferability** of what they can do.

5/27/2021

Helping Students Make Connections

57

-Speaking to a professional and then hearing or reading about the various conversations their peers had can help students recognize and reflect on their own achievements, as well as consider their personal values, interests, and goals.

-The purpose of this activity is about making connections. Encouraging students to focus on how the knowledge and skills they have translate to various roles can make this assignment and the broader learning outcomes for the course feel more personally relevant.

-it is also a tangible opportunity for students to practice effectively communicating their skills and experiences to others.

-it facilitates the process of students start to build a professional network, which can lead to mentoring, job shadowing, volunteering, future employment, etc.

### **Explicit Connections Tip 6**

Explicitly draw parallels between the world of **work** and the way tasks are assigned and accomplished in the **classroom**.

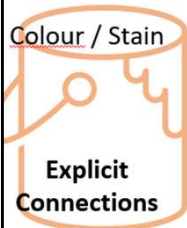
5/27/2021

Helping Students Make Connections

58

This tip is very broad and can be accomplished in countless ways.



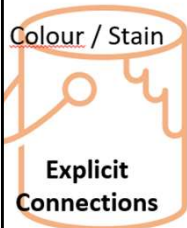


## Tip 6 Example 1: Iterative Process Connected to Work ...1

**Dr. Megan De Roover**

- Instructor intentionally integrates an iterative process of working in the way projects are assigned
  - E.g., Connecting drafts to peer feedback
- Students are **explicitly told** how this **iterative process connects** to the broader **professional world**:
  - Layered, collaborative, flexible

-Drawing a parallel to a working environment, students are told how this process highlights the fact that something does not have to be “perfect” the first time and, often, work in the professional world isn’t just about submitting that final paper, it is an iterative process – there are multiple steps and layers, it’s often collaborative and it’s important to be flexible and make changes with the introduction of new information.



## Tip 6 Example 1: Iterative Process Connected to Work ...2

- To extend this idea further:
  - ✓ **Iterative work** process → individual **career development**
  - ✓ **Feedback** → ability to **monitor and evaluate own work** beyond the classroom

5/27/2021

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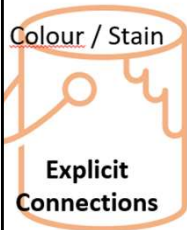
60

-Extending this idea even further, an iterative approach to schoolwork and learning can also be connected to one's career development. There isn't one "perfect" career or future to identify and plan out accordingly. It is an iterative process where reflecting on new experiences, interests and skills can help in revising short-term plans and future goals.

-The other idea I want to introduce here is connecting feedback to the world of work.

-Providing multiple sources of feedback and designing multi-stage assessments where students are given time to reflect on and integrate feedback into their work can improve their abilities to monitor and evaluate their own work beyond the immediate course context.

-It's valuable to discuss with students the broader purpose of feedback and how it serves to promote life-long learning and self-regulation of their own work beyond the classroom.



## Tip 6 Example 2: Progress Reports Connected to Work ...1

**Dr. Megan De Roover**

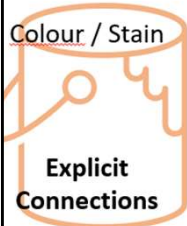
- Students complete formal **progress reports** for larger projects
- Instructor **explicitly discusses** the importance of progress reports in a **work setting**
  - I.e., Timelines, collaborative environments, updating manager (accountability)

5/27/2021

Helping Students Make Connections

61

- Instructor explicitly talks about the role of progress reports in a work setting (e.g., the importance of outlining timelines, how to work effectively and communicate in a collaborative environment by keeping one's team and manager updated).
- Depending on one's discipline or course load, students can get used to working quite independently with these larger deliverables, but it's a useful habit to incorporate accountability to others in terms of progress and accomplishments along the way
- This is something that has become particularly salient in the remote environment.



## Tip 6 Example 2: Progress Reports Connected to Work ...2

- To extend this idea further:
  - ✓ Incorporate common **work applications** (e.g., Slack, Office 365, Google Workspace)
  - ✓ Use **various formats** (e.g., report, presentation, brief video, meeting, “check-ins”)



Protective  
Finish

Reflection

Reflection

[What is it?](#) (CTE webinar on YouTube)

5/27/2021

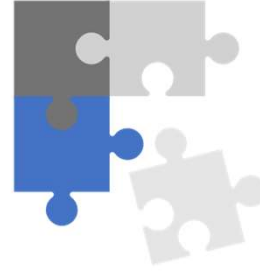
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63

Our third and final bucket, the topcoat on our House of Integrative Learning, is Reflection.

## According to Rodgers' four criteria for reflections:

1. Reflection is a meaning-making process.
2. Reflection is systematic, rigorous and disciplined; with roots in scientific inquiry.
3. Reflection needs to happen in community.
4. Reflection requires attitudes that value personal and intellectual growth.



Rodgers, 2002, p. 845

5/27/2021

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64

According to Rodgers, a Dewey scholar, there are four criteria for reflection, but I want to highlight just one right now: Reflection is a *meaning-making process*, and it is through that process that we integrate learning.

Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. *The Teachers College Record*, 104(4), 842-866.

### Reflection Tip 1

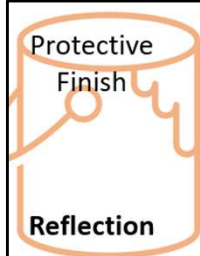
Be explicit about which skills / competencies / learning outcomes (LOs) students should have learned or made progress toward learning in your course. Ask students to **reflect** on them.

5/27/2021

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65

Reflection tip 1 is: Be explicit about which skills, competencies, and learning outcomes (LOs) students should have learned or made progress toward learning in your course and ask them to **reflect** on them.



## Tip 1 Example 1: Reflection Assignment ARTS 190

**Dr. Heather Love &  
Dr. Carter Neal**

As part of a reflection, **provide students with a list of skills** that they should have learned in your course. **Ask them to highlight** the ones they focused on **and provide evidence** for those skills.

### COMMUNICATION/RHETORICAL SKILLS

- Reading Comprehension
- Library Research/IEEE Citation
- Source Evaluation
- Critical Thinking
- Ethical Thinking
- Logos: Logical (Technical) Arguments
- Ethos: Credibility
- Pathos: Rhetorical persuasion
- Direct/Indirect Communication
- "Technical" Writing Principles (efficiency)
  - Engineering Prose
  - Plain Language
- Grammar/Mechanics
- Document Design
- Meta-Cognition: Reflection

5/27/2021

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66

### R1

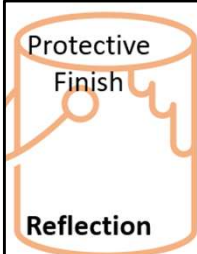
Dr. Heather Love and Dr. Carter Neal provide a list of skills, specifically communication and rhetorical skills, that students highlight and provide evidence for.

A list like this is especially helpful for students new to reflection and integrative learning.

The full assignment, (in the forthcoming handout package), includes question prompts, like:

Please consider the broader significance of [the] connection between the "transferable skills" of communication and the more "technical" focus of your other coursework. To do so, pick one of the rhetorical/communicative skills or terms from the "Appendix" on the last page of this memo and explain... etc.





## Tip 1 Example 2: Becoming a Self-Directed, Lifelong Learner

**Tracy Hilpert**

Teach students about Bloom's Taxonomy and its connection to lifelong learning skills. Write reflective prompts with a **reflective model like What? So what? Now what?** to ask students about their lifelong learning skills.

**What? (What did I learn, how did I learn it, and how do I feel about it?)**

**RECALL – What represents remember in the hierarchy of learning – what do you know?**

1. What did I learn about the skills, behaviours and ways of thinking that can set me up for learning success as a SAF student?
2. How do I feel about what I learned?

**So What? (Why does this learning matter to me or why is it significant?)**

**RECALL – So what represents understanding, application, analysis and evaluation in the hierarchy of learning – so what does it mean, and more importantly, what does it mean to you?**

1. So what did I discover (or what does this say/imply) about my preparedness for success as a SAF student (insights)?
2. So what am I basing my conclusions (insights above) on?
3. So what is still unclear or what further exploration could I do to further my understanding?

5/27/2021

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67

### R2

Tracy Hilpert teaches students about Bloom's Taxonomy (see the underlined parts in the screenshot) and uses the same reflective model as the CPA (Chartered Professional Accountants) Canada uses: the What? So what? Now what? model for students to demonstrate their lifelong learning skills in an authentic way.

As you'll see in the forthcoming handout package, this assignment comprises three reflections to be completed throughout the term. The final reflection has a Part 2 that takes the form of a performance review. Students appreciate the *authenticity* of this part. (A list of the "Skills and behaviours for a self-directed, lifelong learner" is included.)



# Tip 1 Example 3: From Content to Skills Learned Through Engaging Content

**Dr. Allison Chenier**

As part of a reflection, **have students identify or select their own skills** by having them create a skills inventory based on a list you provide ([Tables of Professional Skills and Behaviours](#)).

**Part One.** To start, think about the various activities you have engaged in so far during this course (e.g., reading, online lectures, quizzes, discussion post, critical reflection paper, etc.) and reflect on the skills you have demonstrated.

In the first column of the chart, identify three skills you have developed or strengthened during this course. In the second column, describe how you have demonstrated this skill (point form is acceptable). To identify and describe your skills, it can be helpful to break down the specific steps/actions you took to complete a task and analyze the specific skills that you used. If you are looking for inspiration on the kinds of skills to talk about, it may be helpful to review this [list of professional skills and behaviours](#), however, you are not limited to the skills outlined in this document.

Skill	Evidence of Skill

5/27/2021

Helping Students Make Connections

68

## R3

Dr. Allison Chenier gives students the option to choose their own skills OR to select their skills from a list of professional skills and behaviours; the latter option recognizes that some students may not be ready to move away from the scaffolded approach to reflection exemplified in the previous two slides.

Students then list their chosen skills in a table, shown at the bottom of the screenshot, and provide evidence of their skills.

**We suggest that** trying the first part of this assignment (the table) is a great first step toward reflection!

Allison’s assignment goes further to ask students to make explicit connections between the skills they identified and future opportunities. Additionally, students share their responses on a discussion board. As we’ve seen, and will see, this peer dimension can enhance students’ abilities to make connections.



## Tip 1 Example 4: 360° skills / competencies audit

**Dr. Rob Danisch**

“A communication audit critically assesses the specific communication practices of a particular person, team, or organization. **The purpose of this kind of audit is to show specifically where and how a person or group can improve communication competencies.** A 360° audit includes **feedback from peers** and other individuals that help assess communication competence in action. [Students] will design and perform a 360° communication audit on their own practices.”

- 1) First, identify 10 specific communication competencies that good communicators possess, use, or display in a range of settings. This should not be difficult at all, you've got lots to choose from and we will have discussed several over the course of the semester. Offer a brief description of these competencies supported by scholarship or research. In other words, use at least two scholarly references for each competency that illustrates the importance of that particular competency. You'll be able to find lots of research from the field of communication studies on a range of different communication practices. Thorough and substantive citations and explanations will receive more credit than thin and undeveloped explanations with limited citations.

5/27/2021

69

### R4

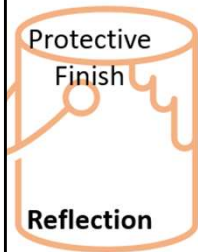
We have observed different levels of reflection, from guided in examples 1 and 2 to a partial release in example 3 to independent with this example from Dr. Rob Danisch, who has students *design* and complete a 360-degree audit of their communication skills to show specifically where and how a person or group can improve.

Regardless of the skill or competency audited, this assignment, which includes nine prompts, is effective because value and trust is placed on students' independence, experience, and self-evaluative skills while building in a mechanism by which students can compare their self-evaluation to peer evaluation.

## Reflection Tip 2

Have students critically **reflect** on values as opposed to skills. These might be their own values (Ball) or others' values, such as historical or literary figures (Coskun).

Reflection tip 2 is: Have students critically **reflect** on values as opposed to skills.



## Tip 2 Example 1: From Personal to Communal Guiding Values

**Dr. Jennifer Ball**

**Ask students to identify a relationship value** important to them while in “[circle](#)” at the beginning of class. **These values become guiding values** or a “charter” for the class for the term. They are touched upon throughout the term to keep them alive.

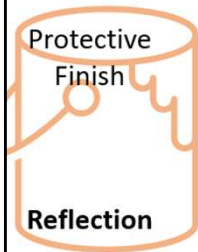
5/27/2021

Helping Students Make Connections

71

Dr. Jennifer Ball encourages reflection in community, notably one of Rodgers’ four criteria for reflection, by asking students to identify a relationship value while in circle. These values then become part of the class’s guiding values. If you’re interested in circle pedagogy, which is an Indigenous pedagogy, we hope you’ll see the resource linked to ensure that you’re representing the activity properly and that you are creating the safe space needed for this activity work.

**Extend this activity by** encouraging students to reflect on the values of their current or future workplace, profession, or discipline, and how those values align with their own.



## Tip 2 Example 2: Disciplinary Values, Goals, and Biases

**Dr. Altay Coskun**

**Ask students to identify their own values, goals, and biases,** and then contrast them with those of another member of their discipline, e.g., their prof, the author of the course textbook or of a specific article.

5/27/2021

Helping Students Make Connections

72

Dr. Altay Coskun also asks students to identify their values, *as well as* their goals and biases, and to engage in perspective-taking to “try on” what it means to be a member of their discipline.

Perspective-taking is an important skill, especially in today’s societal and political climate, so **extend this activity by** pointing this out to students.

As Altay says: “These examples should demonstrate the importance of values and interests in the shaping or reshaping of a historical tradition (or a political assessment), while also showing the limited relevance of ‘objective facts’ in popular or ideological discourse.”



## Tip 2 Example 2: Disciplinary Values, Goals, and Biases

**Dr. Altay Coskun**

In Classical Studies: Invite the student to take an active role in the development of a historical tradition by **impersonating a politician or the author of a course textbook** under specific political or historical circumstances:

- **What would this imaginary person choose to say or omit?**
- For which actions would they express sympathy or the opposite?
- Which causes or motives would they give for a particular historical event?

In Altay's course, students might impersonate a politician or the author of a course textbook and answer prompts like, "What would this imaginary person choose to say or omit?"

### Reflection Tip 3

Have students identify skills their peers are demonstrating and / or share responses to **reflective** prompts with peers. Also have students identify skills they want to develop and have them **reflect** on the process of learning those skills.

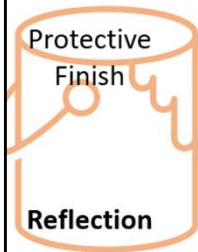
5/27/2021

Helping Students Make Connections

74

Reflection Tip 3 is: Have students identify skills their peers are demonstrating and / or share responses to **reflective** prompts with peers.





## Tip 3 Example: From Peers' Skills to Personal Skills

**Dr. Jennifer Ball**

### **Reflection prompts:**

- What are your (peer's) strengths?
- What areas are you (is your peer) stretching into?
- What are you (is your peer) taking away from this course that will be useful for your (their) future?

5/27/2021

Helping Students Make Connections

75

Dr. Jennifer Ball gives students reflection prompts for themselves as well as their peers.

**We suggest that** these kinds of prompts can be adapted to many different activities and assessments, such as presentations, performances, and other collaborative work.

**Extend this activity** by showing students that the skills their peers are demonstrating can broaden their [the student's] conception of the types of skills they can develop.

**Further extend this activity by** putting the onus on students: Have students participate in peer reviews where perspective taking is an explicit part and reflect on questions like: Why did their peers make the choices they did? Would they do they same or different, and why?

#### Reflection Tip 4

Scaffold assignments to include and make explicit all stages of a process and make space for reflection throughout as well as at the end of a course to aid in making the process and practice explicit.

5/27/2021

Helping Students Make Connections

76

Reflection Tip 4 is: Scaffold assignments to include and make explicit all stages of a process and make space for reflection.



## Tip 4 Example 1: Scaffold the *Writing* Process with Reflection

**Dr. Daniel Bratton**

**1. Pre-writing 2. First draft 3. Peer critique of first draft 4. Revised submission** → Revisions are prefaced by a “**letter to the editor**” where **students explain the revisions they made** and why they made them. Everything is collected in a portfolio and capped with a **final reflection** looking back on the term.

**Instructions:** Write a brief letter (250-300 words) outlining the general changes you made in the revisions and noting where you decided not to revise something despite suggestions by your peer reviewers and/or the instructor. You do not need to address every point, but should give a good idea as to how you revised your drafts. Keep in mind the following distinction between local and global revisions:

**Write a reflection of around 1,000 words (though not more than 1,250) on what you have learned about writing, and possibly reading, from this course.** Your reflection may involve consideration of what you have discovered about the writing process, critical thinking, poetry, or more mundane matters relating to mechanics and grammar, or anything else that has changed the way you think about composition. Support your points with specific examples when possible. Your reflection will be submitted to a separate dropbox at the end of the course.

5/27/2021

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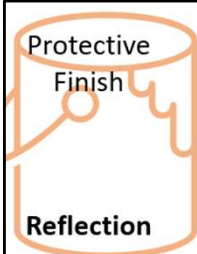
77

### R5

Dr. Daniel Bratton put students through the full writing process twice, so that they can integrate their learning from both writing experiences and the course in a final reflection. Each writing process includes a “letter to the editor,” in which students explain the revisions they made as well as the ones they didn’t.

**Extend this activity by** pointing out to students how the letter to the editor and reflection work toward making their own choices explicit to them. Furthermore, **we like that** the letter to the editor also empowers students to NOT use all their peers’ suggestions, which values students’ independence and sense of their own work.

Note that these are not just repetitive processes but *iterative* processes. Showing students the benefits of starting early and revising to produce a good product is a valuable lifelong skill.



## Tip 4 Example 2: Scaffold the *Research* Process with Reflection

**Dr. Noorin Manji**

**1. Proposal 2. Question 3. Lit search 4. Annotated bibliography 5. Lit review 6. (Video) Reflection** → Tie course content to area of student's choice (broad topic = course topic, student narrows by choosing a connection to an area of interest)

### RESEARCH PROJECT (3 PARTS)

This term you will be responsible for completing a Research Project with multiple parts. Part 1 of the project will account for 10%; Part 2 will account for 15%; and Part 3 will also account for 15%. Together, the Research Project will amount to a total of 40% of your final course grade. More particular instructions will be provided on the weeks that the various parts of the project are due:

- Research Project Part 1 → DUE BY: 11:59 pm (Eastern Time) on Friday, March 5<sup>th</sup>
- Research Project Part 2 → DUE BY: 11:59 pm (Eastern Time) on Friday, March 19<sup>th</sup>
- Research Project Part 3 → DUE BY: 11:59 pm (Eastern Time) on Thursday, April 1<sup>st</sup>

### FORMAL VIDEO COMMENTARY

Towards the end of the term, you will also be required to complete a Formal Video Commentary, which will account for 15% of your overall course grade. A formal video commentary should span about 8-10 minutes in length, and should reflect a thoughtfully-prepared, well-practiced, delivery of required content. As with the Informal Video Commentary, the Formal Video Commentary should have an appropriate, academic tone, and should indicate your effort to **bring together the various course components you have encountered throughout the term.** More particular instructions will be provided leading up to the due date for this assignment. It is DUE BY: 11:59 pm (Eastern Time) on Wednesday, April 14<sup>th</sup>.

5/27/2021

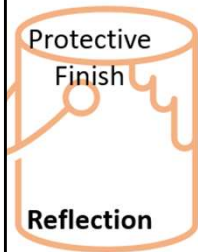
78

## R6

Similarly, but with key disciplinary differences, Dr. Noorin Manji puts students through the research process and adds a final reflection where students bring together various course components.

We note that her scaffolded and clear instructions are adaptable across disciplines in any situation where students have a research paper or project; you that you can see them in the forthcoming handout package.

**Extend this activity by** letting students know, or asking them to consider, how the video reflection does double-duty: It is reflective AND gives students an opportunity to practice their digital presentation skills.



## Tip 4 Additional Examples

3. **Deliberate practice journal** comprising weekly entries, each on one “work”, plus a final reflection on the whole term. – [Dr. Linda Carson](#)
4. For major group projects, set up **weekly check-ins for students to reflect, organize their thoughts, and problem solve in a space where they can see each other’s** check-ins e.g., **Slack**. Use a succinct format and clear constraints e.g., #context #progress #process #nextsteps – [Dr. Rob Gorbet](#)

5/27/2021

Helping Students Make Connections

79

To wrap up Tip 4:

**R7 3.** Dr. Linda Carson’s “Deliberate practice journal” shows students the benefits of starting early and revising to produce a good product. “Work” here refers to artwork, but it can be adapted to other “works”, as you’ll see in the forthcoming handout package.

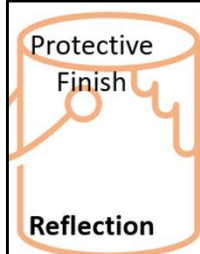
**R8 4.** Dr. Rob Gorbet’s Slack check-ins provide a mechanism to make work processes explicit to both students and peers, to normalize and problem solve these processes, as very little work “in the real world” is done in isolation. Plus, remember that reflection occurs in community!

### Reflection Tip 5

Give students options for **reflections**, thereby helping students to recognize their own responsibility for their learning and increasing their interest and investment in their learning.

Bonus: Avoid fatigue caused by repeating the same style of assignment (discussions, reflections, etc.).

Finally, reflection tip 5 is: Give students options for **reflections**.



## Tip 5 Examples

1. Choose a **reading that addresses a skill important to students' success in the course**. Use a reflective model, such as those on [writeonline.ca](http://writeonline.ca), to guide students to connect the reading with their own experiences with that skill. – [Dr. Linda Carson](#)
2. Give or rotate **media options**, such as video logs, doodles, and hand art (photos), sculptures ([Toni Lemon](#)), poetry as well as orally in the classroom with [think / pair / share](#) ([Dr. Heather Love & Dr. Carter Neal](#)).
3. Use **different written genres** to meet similar ends. E.g., Assign students to write a letter of advice to incoming students for the following year's course. – [Dr. Carter Neal](#)
4. Invite students to **choose which format they'd like to reflect upon** based on their career goals. E.g. a lesson plan if they want to be a teacher; a research paper if they want to continue in academia. – [Dr. Heather Love & Dr. Carter Neal](#)

5/27/2021

Helping Students Make Connections

81

Tip 5's examples end, or should I say empty?, our three buckets.

Reflection can occur via these different activities and media:

1. **R9** It can be based on a reading, such as one from Harvard Business Review.
2. It can be done via other media like doodles, hand art, photos, sculptures, and poetry. It can be done orally, in community, such as through think/pair/share.
3. **R10** It can be done through different written genres, like a letter of advice to incoming students... if students believe and know that future students will be reading the letters.
4. Finally, but not exhaustively, reflection can be based upon a student's choice of format, derived from their career goals.

## Let's revisit our objectives!

*By the end of this webinar, you should be able to:*

Objectives	What we did today:
Describe integrative learning, including its importance and challenges for higher education.	We started with a high-level overview of integrative learning and the three "buckets" we organized our thinking into.
Understand and appreciate that knowledge, skills, and values developed in courses are frequently applicable to learning, work, and life more broadly.	We presented a wide variety of tips and examples that have worked in real courses and demonstrate the value of making connections across contexts. We also touched on lifelong learning and career education.
Identify strategies and activities that you can incorporate into your own courses.	
Feel more confident designing teaching and learning activities for integrative learning.	We hope that through this introduction and by providing you with concrete materials, you'll feel empowered to try integrative learning in your own courses.

5/27/2021

Helping Students Make Connections

82

One last example: Here you can revisit our objectives and see how we sought to meet them. This is yet another way you can help students to make connections in your own course! You might even have students fill in the second column! (proceed to next slide)



## Let's revisit our objectives!

*By the end of this webinar, you should be able to:*

Objectives	What did we do (today, this unit, this course)?
Describe integrative learning, including its importance and challenges for higher education.	
Understand and appreciate that knowledge, skills, and values developed in courses are frequently applicable to learning, work, and life more broadly.	
Identify strategies and activities that you can incorporate into your own courses.	
Feel more confident designing teaching and learning activities for integrative learning.	

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We hope you enjoyed learning from each other as much as we did. And we hope you learned a little something from us too!

## Resources

### Authentic Assessment

- [Statement on Integrative Learning](#)
- [Greater Expectations: A New Vision for Learning as a Nation Goes to College](#)
- [High Impact Educational Practices](#)
- [Experiences that Matter: Enhancing Student Learning and Success. Annual Report 2007](#)
- Kuh, G. D., O'Donnell, K., & Reed, S. D. (2013). *Ensuring quality & taking high-impact practices to scale*. AAC & U, Association of American Colleges and Universities.
- [WatCV Assignment](#)
- [CTE Workshops and Events](#)
- [Integrating Reflection into Teaching and Learning](#) – CTE Webinar on YouTube
- [Reflection Framework and Prompts](#) – CTE (What? So what? Now what?)
- [Scaffolding as a Road Map: Guiding and Supporting Student Learning](#) – Faculty Focus
- [Tables of Professional Skills and Behaviours](#) – CTE
- [writeonline.ca](#) – reflective writing frameworks

### Explicit Connections

- [Embedding Informational Interviews into Postsecondary Curriculum](#) – journal article
- [Rethinking Models of Feedback for Learning](#) – journal article

### Reflection

- [Active Learning Activities](#) – CTE (think - pair - share)
- [Bloom's Taxonomy](#) – CTE (values = affective domain)
- [Circle Pedagogy](#) – Queen's U