

Let's "Pond"er



the Future

College Sector Committee
Provincial Conference

Conference Report 2006

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Prepared for: College Sector Committee



College Sector Committee
for Adult Upgrading

Acknowledgements

The success of the 2006 CSC Provincial Conference, *Let's "Pond"er the Future*, was due to the efforts of many individuals and groups. The College Sector Committee would like to acknowledge the following:

CSC Executive Members

Jeanette Barrett, Durham College
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Conference Planning Team

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Executive members, as always, your teamwork was exceptional. Barb, thanks once again for taking on the role of MC and getting the conference off to a good start. Andrea, Debbie, Janet, Jeanette and Sandi, thanks for moderating panels along with your various other conference responsibilities. Panels were a new and exciting format for the 2006 Conference – one that required much additional planning. According to the evaluation results, they proved to be very popular with conference participants.

Leolyn, thank you for hosting the conference at Seneca College, King Campus. We could not have had a more idyllic location. Participants were delighted with their surroundings and enchanted with Eaton Hall. We gave you a long list of big and small tasks that are part of the host college's responsibility and you carried them out efficiently and calmly. The friendly Shipping and Receiving staff were particularly helpful in getting all the boxes of materials to where they needed to be. You designated Judy Christen to be "on call" for the entire conference. Judy, what would we have done without you? You jumped into action assisting with registration, posting signs, making runs for water and even staying to the very end to help pack up. For Chris Ioannou and other staff in the AV Department, who had to accommodate nearly thirty presenters with a wide variety of equipment needs, thank you seems inadequate. The assistance you provided was well above and far beyond what we could have hoped for. How did you manage to be in five different places at the same

time? To Angela Wickham at Eaton Hall and the residence and dining staff, thank you for accommodating our many needs. We kept you busy!

Lynne, despite a heavy workload you mustered the energy and followed through with the kind of leadership and problem solving that has become your trademark.

Throughout, you maintained your delightful sense of humour. In the words of one conference participant, “Lynne Wallace was such a joy to see in action.” Do we see Lynne any other way?

Marla, your organizational skills and patience were once again put to the test and you passed with flying colours. With each conference it gets easier and easier.

Dee, once again, the support and direction you provided facilitators, presenters and panelists paid off. Participant feedback indicated a high degree of satisfaction with facilitation overall.

The working group facilitators deserve special recognition. Their role is a challenging one with many unknowns.

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Colette Garvin, Algonquin College – Communications B Working Group

Murray Stinson, Conestoga College – Science Working Group

Tracey McIntyre, Fanshawe College – Math Working Group

Many others contributed to the success of the conference. They include the panelists, speakers, presenters and of course, participants themselves. Once again participants brought an abundance of resources for sharing, enthusiasm for learning and lots of ideas for future professional development events.

Participants appreciated the Ministry update provided by Anne Rachlis. Thanks,
Anne.

TABLE OF CONTENTS

INTRODUCTION.....	- 1 -
THE CONFERENCE	- 2 -
CONFERENCE SCENES	- 11 -
CONFERENCE RESULTS.....	- 14 -
Overall Conference Outcomes	- 15 -
Content.....	- 15 -
Plenaries	- 16 -
Workshops	- 21 -
Networking	- 23 -
New Direction and Development.....	- 23 -
Accommodation.....	- 24 -
Conference Likes and Dislikes	- 24 -
Ideas for Next Conference	- 25 -
RESOURCES	- 27 -
CONCLUSION	- 27 -
APPENDIX A – MEMO TO PARTICIPANTS.....	- 29 -
APPENDIX B – COVER SHEET.....	- 31 -
APPENDIX C – GUIDELINES FOR FACILITATORS.....	- 32 -
APPENDIX D – MASTERY HANDOUT	- 34 -
APPENDIX E – FEEDBACK ON MASTERY DISCUSSION	- 35 -
APPENDIX F – RESOURCES.....	- 38 -

Introduction

The College Sector Committee once again followed its winning formula in planning the 2006 CSC Provincial Conference for program managers, faculty/classroom support staff and administrative support staff involved in the delivery of Academic Upgrading at all 24 colleges. This formula includes hosting the conference at a central location to ensure maximum participation, choosing a fanciful, future-oriented theme to guarantee a fun, creative atmosphere, and providing a variety of professional development (PD) formats on relevant topics to respond to the needs of the different groups attending the conference.

Last year, 97% of participants reported that they enjoyed having the conference at a college site and 89% found the accommodation satisfactory. The site selected for the 2006 Conference was Seneca College (King Campus) conveniently located just north of Metro Toronto in King Township near Aurora. The campus is situated on 700 acres of rolling, wooded country side. The first week in June continues to be the best time for individuals to attend the conference, so June 1st and 2nd were chosen as the conference dates.

The title of the conference was *Let's "Pond"er the Future*, which directed participants to reflect on the significant changes that will be implemented as a result of the One-Stop Training and Employment System. The "Pond" in "Pond"er, too, was an appropriate image, since No Wrong Door, one of the key features of One Stop, is designed to help Ministry funded programs work together more effectively at the community level in addressing the needs of clients. In effect, all of these programs will be "swimming in a bigger pond." Academic Upgrading programs will be challenged to respond to the needs of an expanding and diversified client base. The learners, therefore, were clearly the focus of the 2006 Conference. Specific professional development (PD) needs were identified through focus groups and surveys – part of two large-scale projects headed up by the CSC. The information gathered through these projects determined the themes for the plenary sessions, workshops and panel discussions.

The 2006 Conference acted on participants' suggestions and recommendations from last year's conference as much as possible. One key recommendation was that the conference should be longer. Several participants suggested longer workshops or additional time to attend more workshops. While it was not feasible to expand the conference to three days, the Conference Planning Team did incorporate an additional plenary session into Day 2 on a topic considered highly relevant to all participants.

The Conference

Let's "Pond"er the Future was planned as an inclusive event involving program managers, faculty/classroom support staff, and administrative support staff. The goal of the conference was to meet the PD needs of all three groups by providing all participants with opportunities to:

- A. Find out about new directions and developments in the field
- B. Learn new concepts and strategies to apply in daily practice
- C. Meet and share information with colleagues from other colleges

Identifying the Professional Development Needs of Participants

As mentioned in the introduction, the data collected from two CSC projects determined the content of the conference sessions. *Innovative Approaches and Promising Directions* examined the practices and structures currently in place in Academic Upgrading programs to ensure that all learners have the communication, math and self-direction skills needed to participate in the "new economy." In particular, this project looked at the needs of underrepresented populations in Academic Upgrading programs including Aboriginal, youth, online learners and Ontario Works clients. Information was gathered through focus groups with managers, front line delivery staff and learners.

Managers: In total, 37 managers contributed information about how their programs addressed the needs of the underrepresented groups, what kinds of alternate delivery designs their programs provided and what kinds of linkages and referral processes were in place to help learners move into and among other programs.

Front Line Delivery Staff: In total, 117 front line deliverers had an opportunity to describe their program experiences with the underrepresented populations and identify their PD needs should the underrepresented groups assume a more significant role in their teaching practice.

Learners: In total, 456 learners contributed information about what would help them reach their goals. They were encouraged to make recommendations about Academic Upgrading.

The second CSC project, *Provincial Models of Program Integration*, which is ongoing, is intended to help college Academic Upgrading programs move forward with the implementation of One Stop by bringing together three of the largest adult education programs at both the provincial and local levels.

The programs are:

- Academic Upgrading
- Job Connect (with the focus on college Job Connect programs)
- Pre-Apprenticeship/Apprenticeship

Surveys were conducted with both Academic Upgrading program managers (program co-ordinators or leads) and front line deliverers to gather information about what program linkages are currently in place and what the information needs of front line deliverers are with respect to One Stop, Job Connect and Pre-Apprenticeship/Apprenticeship. Surveys were returned by 31 program managers and 73 front line deliverers.

Together, the projects served as a comprehensive PD needs assessment for the 2006 Conference. Information gathered through the projects provided a very strong focus for the conference and determined the format and themes of the sessions. Those themes included:

- responding to the needs of youth in Academic Upgrading
- connecting to Job Connect and Apprenticeship
- expanding the role of technology in Academic Upgrading
- marketing Academic Upgrading programs
- reducing barriers to learning (mental health issues and learning disabilities)

As appropriate, the project reports were circulated to conference presenters and facilitators in advance to help them plan for the sessions.

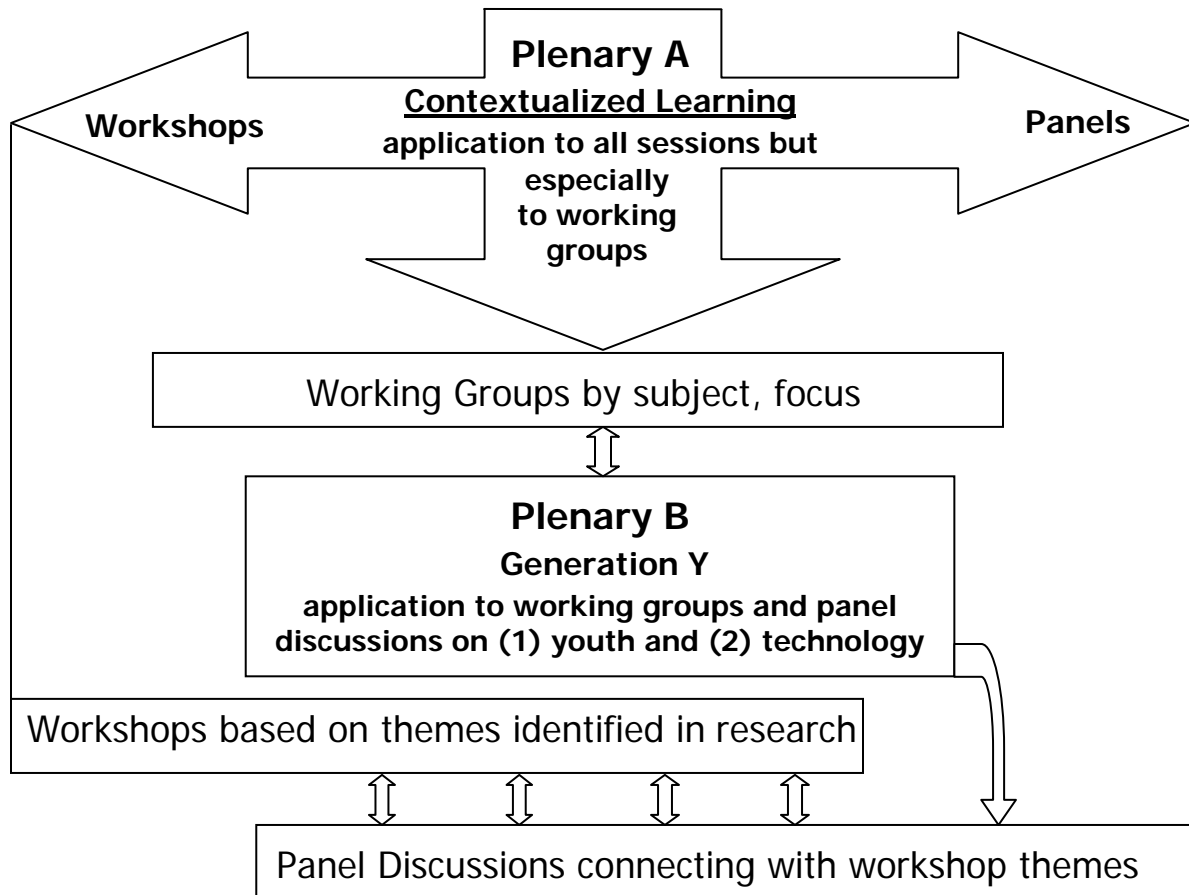
Structure of the Sessions

Four distinct professional development formats were used to help participants learn about developments in the field, gain strategies to apply in practice and network with colleagues from other colleges. They are:

- 1) Plenaries
- 2) Working Groups
- 3) Workshops
- 4) Panel Discussions

Theme figured predominantly in the way the sessions were structured, i.e., sessions were connected by theme as much as possible. For example the workshop, Distance and Technology-Assisted Learning, was followed up by the panel, Integrating Technology into the Classroom.

The following model is an attempt to illustrate theme linkages:



Following is a description of the different sessions by format:

1. PLENARIES

Because of the popularity of the 2005 CSC Conference plenary, participants were given an opportunity to attend an additional one this year.

Plenary A

Functional Context Education: Making learning Relevant in the 21st Century

In the first plenary, the renowned international adult education consultant, Dr. Tom Sticht, discussed the origin, purpose and advantages of Functional Context Education (FCE). This educational approach stresses the critical role of context for individuals learning new information and transferring acquired information to new and different problems and situations. Dr. Sticht argued that literacy is developed more effectively while it is being applied and that this is highly motivational to youth and adult learners.

There is no need for special remedial literacy programs to get students to prerequisite levels of literacy before they are permitted to study the "real thing." Dr. Sticht also provided a fascinating and entertaining historical perspective of FCE, questioning why the literacy field has moved so far away from it.

Plenary B

Connecting with Gen Y Students

The second plenary was presented by Adwoa K. Buahene and Giselle Kovary of N-GEN. It was designed to provide educators with an understanding of Generation Y's values, expectations and motivations, and the influence generational identities have on the behaviours of Gen X and Gen Y as consumers of postsecondary education and as students. As consumers, students have high expectations of colleges as a service provider. As students, the younger generation's learning styles create a classroom environment that is different and more demanding than in previous decades. The pressure placed on faculty to create engaging curriculum that is application-based is ever increasing. The presenters explored the role colleges play in preparing students for the knowledge economy.

Their presentation included:

- A brief overview of the four generations
- Gen Y's life-defining events, values and key characteristics
- Gen Y's attitudes and expectations towards postsecondary education
- Generational learning preferences – How do they like to learn? What works best?

2. WORKING GROUPS

The sharing of program information and resources with colleagues from other colleges has always been a high priority for faculty/classroom support staff and administrative support staff involved in the delivery of Academic Upgrading programs. Support for working groups had been very strong at the two previous CSC provincial conferences.

Five working groups were offered at the 2006 Conference. Communications was split into two groups because the full group had been large and difficult to facilitate last year. Math, Science and Administrative Support Working Groups were also offered. Computers and Self-Management were not offered due to low participation last year.

Like last year, a memo was sent to all participants emphasizing the importance of bringing resources to the working groups. The process, however, was somewhat more streamlined this year. Participants were required to submit only a cover form in advance rather than the resources they were planning to share. Participants were

directed to bring twenty-five copies of each resource they were planning to share at the conference. The memo also identified the focus for each group based on participants' interests and needs. For example, Communications B Working Group focused on speaking and listening, thinking skills and working with others.

See [Appendix A](#) for the Memo to Participants.

ACE resources generally were considered to be of greatest priority although LBS 5 materials, which prepare students for ACE and some postsecondary programs, were also of interest. Teaching staff could submit a learning activity or an assessment activity they use, information about an effective text or website, or information about an initiative they had been involved in.

See [Appendix B](#) for a sample of the cover form that participants were asked to complete in advance.

Also, as a result of the success of last year's working groups, guidelines were once again developed for facilitating the groups and emailed to working group facilitators in advance.

See [Appendix C](#) for a sample of the Guidelines for Facilitators.

In addition to sharing ACE and LBS Level 5 resources, participants were also asked to discuss the topic of mastery learning which had been identified by the field as a topic of interest. This was intended as a preliminary discussion only, so conclusions or recommendations were not anticipated.

See [Appendix D](#) for the handout on mastery learning meant to stimulate discussion.

While some participants found the discussion interesting and relevant, "Our working group generated many issues needing further discussion around the concept of mastery," others questioned the value of the discussion, "The theme, mastery learning, wasn't very relevant to the group."

The discussion of mastery learning is captured in point form in [Appendix E](#) from notes taken in the Communications, Math and Science Working Groups. As you can see, participants provided many observations and raised many questions.

The focus for the administrative support staff was on data collection and reports generated through IMS. Support staff were asked to submit forms, reports or processes related to:

- Student intake and follow-up
- Training supports
- IMS data collection

3. WORKSHOPS

Participants were offered a choice of five workshops. As mentioned in the introduction, the data collected from two CSC projects determined the content of the conference sessions. A brief description of each workshop is provided below:

Workshop # 1: A Beginner's Guide to Mental Health Issues

Facilitated by: Rennet Wong-Gates

This workshop will explore mental health and mental illness by first taking participants through a lifeline exercise. What is the difference between someone who is mentally healthy and someone who is mentally ill? What are the symptoms of mental illness and what supports are out there?

A description of the supports and services of the Canadian Mental Health Association will be provided and specific mental illnesses will be discussed. The most important information to take away is that no one is above mental illness and that we are always working on our mental health. We are not defined by our illness but rather our strengths.

Workshop # 2: Distance and Technology-Assisted Learning

Facilitated by: Stewart Kallio

The report, *Innovative Approaches and Promising Directions*, noted a generalized resistance to the concept of online learning. Students said it was not something they would like to do (it's too much of a scam); delivery staff said it would not work for their learners and they had doubts about the return on investment.

In this session, Stewart will challenge you to re-think that resistance and to consider how distance and technology-assisted learning presents opportunities not yet fully embraced by most colleges.

Stewart will present highlights of what we heard about distance and technology-assisted learning, point to some current best practices and introduce a discussion of how we may reach out to new learners in new ways.

This session has three outcomes:

- Participants will understand the colleges' current level of acceptance and practice of distance and technology-assisted learning.
- Participants will have a greater understanding of the terminology and delivery modes used in distance and technology-assisted learning.
- Participants will identify strategies to reach out to new learners in new ways through distance and technology-assisted learning.

Workshop # 3: Dessert Topping or Floor Wax? What IS Job Connect Anyway?

Facilitated by: Sue Forrester

This is a chance to demystify what Job Connect offers to job seekers and employers. Some of your most frequently asked questions will finally be answered: What services does Job Connect offer anyway? Who are the customers? Why do I get different answers to these questions, depending on who I ask?

Find out about a program that means different things to different people and different communities. This session includes an overview of the program policy, design and accountability framework, and an opportunity for lots and lots of questions.

Workshop # 4: Apprenticeship

Facilitated by: Louis D'Alonzo

1. Apprenticeship: An Overview
 - Legislative mandate
 - Program Requirements
 - Statistics
2. Trade Sectors
 - The Four Apprenticeship Sectors
 - TQAA and ACA Trades
3. The Apprenticeship Process
 - Eligibility requirements
 - Registration Process
 - In-school Training
 - Financial Responsibilities
 - Certification: Ontario and Inter-provincial
4. How Apprenticeship Programs are developed
 - The Industry and College Advisory Network
 - Standards development – Training and curriculum standards
 - Examination development
5. Special Apprenticeship Programs
 - OYAP
 - Pre-Apprenticeship Program
 - AIF
 - ATTC

Workshop # 5: Developing an Effective Program Marketing Campaign

Facilitated by: Bob McIver

In this workshop, the findings reported in the “Promotion and Marketing” section of the *Innovative Approaches and Promising Directions* report are summarized and key points highlighted. While most college people working in the field have individually expressed concerns about marketing Academic Upgrading, both to the public and within colleges, students clearly indicated that the presence of Academic Upgrading in colleges and its potential for them is “... the best kept secret in Ontario.”

The discussions in this workshop are intended to form a foundation upon which to build a provincial colleges’ marketing campaign for Academic Upgrading.

4. PANELS

PANEL DISCUSSIONS		
Panel 1: Strategies for Promoting the Success of Youth	Lynne Wallace	Lynne will review key findings from focus groups with youth as summarized in the <i>Innovative Approaches and Promising Directions</i> report.
	Amy Koning	Youth Employment Initiatives – Seneca College Seneca College has been offering youth employment programs in York Region for the last 20 years. This presentation will review programs, trends and the impact that government funded initiatives have on youth in the community.
	Laurie Malabar	Youth Ontario Basic Skills program – Centennial College This program is designed for 18 to 24 year olds who don’t have their high school diploma, but who want to further their education to eventually get into a college program or find suitable employment. Laurie will show a short DVD made by the students.
Panel 2: Classroom Strategies to Address Learning Disabilities	Steve Miller	Steve will focus on key strategies for integrating students into the college system.
	Trudy Olsen	Trudy will discuss her role in the development of a very valuable resource by the Peel-Halton-Dufferin Adult Literacy Network in response to an expressed need for practical resources and tools to help educators develop strategies for people with learning disabilities or other kinds of learning challenges. Trudy will talk about her involvement with the PHDALN projects, particularly the production resources for teachers of adult LD students including, “Strategies for Successful Learning – A Resource Guide: Developing Tips and Tricks for Working with Adults with Learning Disabilities,” and “Strategies for Successful Learning: Parts 1 & 2.” (CD)
	Tamara Rudenko	Tamara will bring materials from Algonquin’s Centre for Students with Disabilities to share, along with her personal experiences.

Panel 3: Integrating Technology into the Classroom	Dr. David Tilson	<ul style="list-style-type: none"> ▪ Introduction to the OntarioLearn.com. consortium (website will be shown) ▪ Overview of online teaching strengths regarding promoting the success of youth. ▪ Example of a useful course already in place ▪ Partnership possibilities
	Susan Towes Nancy Friday	Susan and Nancy will address College Sector recommendations for improvements to AlphaRoute to make this online learning environment more useful to college LBS/Academic Upgrading programs.
	Lynne Thornburg	A description of the two modes of distance education will be provided with an opportunity for participants to ask questions.
Panel 4: Integrating Upgrading, Job Connect and Apprenticeship	Sue Reinhart	This segment of the panel will focus on the Skills Training Council initiated by senior management at the college. The discussion will provide an explanation of the role and composition of the Council and will discuss its effectiveness as a vehicle for integrating LBS, Job Connect, and Apprenticeship.
	Julie Taylor	Co-location of Job Connect and LBS/Academic Upgrading allow for seamless integration of clients at Cambrian's Manitoulin site. The focus is on individual learner success.
	Kim Lutes McKay	A unique joint venture between Durham College (LBS, Whitby Skilled Trades, Job Connect) and Carpenter's Union Local 27 Joint Apprenticeship and Training Trust Fund Inc.
	Fran Painter	Fran will discuss co-ordinated services between Academic Upgrading, Pre-Apprenticeship and Job Connect at Conestoga College.
Panel 5: Developing Effective Orientation Programs	Cheryl Hurst	Cheryl will share information on changes/modifications which have occurred in Durham's orientation process based on student feedback and demographics.
	Ann Ashberry	Ann will share information on two programs that are delivered at Conestoga College for students without career goals and who want to enter Academic Upgrading. She will also discuss a recent pilot program offered at Conestoga focusing on career planning, self-assessment and academic assessment for youth who wanted to enter Academic Upgrading. Plans for a similar program are underway for the fall.
	Susan Mrkich	Susan's focus in the orientation panel is student readiness. Until 5 years ago, Algonquin had a very traditional one-week orientation, but the staff wanted to take advantage of their expertise as counsellors. The college now runs a two-week orientation where students do a variety of student success activities along with career planning and get a "jump start" on the math curriculum. This strong start is followed with student advising in the classroom and student retention activities for the whole program.

Conference Scenes



At the BBQ



The Conference Begins



Scene from Eaton Hall



Marla at Eaton Hall



Sandi, Dr. Sticht and Janet

Conference Results

The number of registrants peaked this year at over 140 – up significantly from last year and nearly double the attendance at the 2004 Conference. Although the registration forms were sent out at the same time as in previous years, participants were very late getting their forms back to the CSC office. One explanation is that the disruption resulting from the March job action had a “back-up” effect on their work load. Several individuals, in fact, commented they were unusually busy during May and June. Late registration returns meant delays in getting conference information out to participants in a timely manner. Serious technical glitches further resulted in some participants not getting key information at all, or getting it at the last minute.

Organizing a large conference from a distance presents many challenges, and the CSC will look at ways to do this more effectively. For example, one situation that occurred was that many participants left at noon on Friday because of travel arrangements and traffic concerns. This resulted in low attendance at the panel discussions. It also meant that many did not complete their overall conference evaluation forms. As a group, however, participants did provide an impressive amount of feedback, statistically and anecdotally. In all, over 284 individual evaluation forms were returned.

Feedback continued to roll in by email after the conference, “First, I'd like to say thanks for a great conference. Both plenary speakers were excellent! I have been talking about them ever since returning. They provided much food for thought and ideas for revision.”

Other email comments include:

- What a wonderful conference! Thank you for putting it together
- Thank you for another inspiring conference. I hope to continue some of the discussions we started there at a faculty meeting later this month.
- You really did an outstanding job – what attention to detail!
- Great job! Congratulations for another super conference.
- I hope you survived the conference! It was great!
- You did a great job! The speakers were excellent. I especially enjoyed Dr. Sticht.
- I wanted to let you know how much I appreciate all of the work you did in organizing last week's conference. I had a great time and I learned a lot
- I had a great time at the conference and the sessions were so informative.
- Thanks again for engaging us in your CSC Conference – we had a great time. The group was a lot a fun and highly engaged. From everyone's account, it seemed like the conference was a great success.
- CSC Conference was WONDERFUL – especially the resource sharing as a "new kid"!

Overall Conference Outcomes

Participants were asked to rate specific elements of the conference as well as the overall conference itself by using a four point scale. The possible choices were:

1 = Agree Strongly, 2 = Agree, 3 = Disagree, and 4 = Disagree Strongly

For the purposes of determining satisfaction, 1 and 2 together are considered satisfactory/successful while 3 and 4 together are considered unsatisfactory/unsuccessful.

To provide balanced feedback, the evaluation form asked participants what they liked best and what they liked least about the conference. In addition, space was provided for “other comments.” Of the **72** participants who completed the Overall Conference Evaluation Form, an impressive **68** (94%) provided written comments. Anecdotal information was examined for general themes which are briefly described in this section and supported by participants’ comments. It was felt that using participants’ own words provided a more realistic picture of their experiences and observations. Because of the large number of written responses, it was not possible (or desirable) to include all of the responses in the report. The conference organizers, of course, will review and consider all information gathered from the evaluation forms in planning future conferences and PD events.

2006 Conference Participant

The conference is very valuable. It is important for us to relate to other colleges with the same concerns.

Despite the additional challenges due to increased attendance and residual job action effects, the 2006 CSC Provincial Conference was highly successful. **Ninety-two percent** of the conference participants who completed the Overall Conference Evaluation Forms (66 of 72 individuals) agreed that overall the conference met their needs and/or expectations.

Content

Participants reported on the **content** of the conference. **Ninety-six percent** of participants agreed that the information they gathered during the two days was mostly relevant to the program at their college and/or to their PD needs. **Ninety-three percent** agreed that they would be able to apply much of the information gained during the conference. Although both of these percentages are down from last year, they are still considered very positive.

Comments about what participants liked about content:

- Some useful, easy to implement ideas from working groups.
- Especially enjoyed Dr. Sticht, working groups and Gen Y.

- I'm so excited about the new ideas for promoting programs.
- Particularly the program outcomes in the Managers' Meeting.
- Working groups were great!
- Helped me understand learners better.

Comments about what participants thought was missing in the content:

- Most of the information was upper LBS. Great stuff but at a higher level than I teach (LBS Communications 2 and 3) so I will need to adapt and share with colleagues at the higher levels.
- The sharing of information with colleagues unfortunately did not meet my needs.
- Still need more dedicated time for support staff to network.

When asked if they will be able to apply the information gained during the conference, participants supplied the following comments:

- Yes!
- Sure going to try (to apply information).
- Always a challenge – so many good ideas but we are very stretched with limited money and people.
- Hope to get soft copies of the material.
- Just trying to find the time to read through all the materials we received.

Plenaries

PLENARY A – Ninety-seven percent of participants agreed that the information they gained from Plenary A would have an impact on their program. Comments provided by the participants related mostly to two areas developed by Dr. Sticht in his presentation:

- 1) the historical perspective of Functional Context Education (FCE), and
- 2) the importance of FCE to youth and adult learners.

Comments about the historical perspective:

- A wonderful overview of the historical perspective.
- Provided a nice history to someone “newer” to the field of literacy/adult education.
- A great overview of the literacy movement.
- Found the historical perspective interesting.

Comments about the importance of FCE:

- This is a constant reminder to keep materials relevant. (x 3)
- It is absolutely essential to provide contextualized learning – we do that through the use of authentic workplace materials.
- (This presentation) reaffirmed the need to teach in context.

Many participants also commented on Dr. Sticht's presentation style:

- Very interesting speaker with insightful observations about the field of literacy.
- This was informative, enlightening and entertaining.
- Excellent speaker.
- Great speaker! Very relevant.
- Incredible! For sure this will have an impact on my program.
- Dr. Sticht has a passion for literacy.
- Humorous.
- Wanted to hear more.
- Dr. Sticht was the best speaker I have ever heard.

Others were motivated to implement what they had learned in the plenary:

- Excited to go back and integrate some ideas.
- I will use this research in my presentations and assessment.

One participant mentioned that some “How to’s” would have been helpful and another commented that the materials and delivery format of the presentation needed to be updated. A third observed that it was interesting that ACE “followed the system for youth and not for adults preparing for college.”

An important concern that resonated with several participants was the challenge of contextualizing learning in a diverse classroom. “It is difficult to customize learning for each learner when they all have different goals,” and “Maybe next year we can have a workshop on providing relevant resources in a highly diverse classroom.”

PLENARY B – Eighty-nine percent agreed that the information they gained from Plenary B would have an impact on their program. Comments provided by the participants related mostly to how much they enjoyed the session and how relevant the session was.

Comments on presentation and presentation style:

- Excellent information, presentation. (x 5)
- Great, terrific ideas!
- Awesome. More resources available to learn more.
- Absolutely fabulous! Really helpful, insightful and entertaining.
- Very interesting presentation.
- Right on the mark!
- This was concrete and useful.
- Information was so beneficial.

Comments related to relevance of presentation:

- Very relevant, will impact my understanding and teaching style.
- Very relevant!

Others were motivated to implement what they had learned in the plenary:

- I will attempt to change some materials to an updated format.
- Lots to work on in the learning environment.

One participant mentioned that she would have liked to have had the time for discussion and brainstorming around implementing changes to better serve the young client. Another wanted employment related material. Two participants commented that the information was not new, “(This is) not new information. I’ve been aware of shift in postsecondary for many years. It may be new for those in Academic Upgrading classrooms though.” An important concern that resonated with at least two participants was the challenge of implementing the strategies in a diverse classroom, “This will help with individual students but upgrading classes are too diverse, too individualized for classroom strategies.”

Finally, one participant contributed a very strong recommendation, “They (N-Gen) should run workshops in every college.”

Working Groups

Participants were also asked to rate specific elements of the working groups by using the same four point scale:

1 = Agree Strongly, 2 = Agree, 3 = Disagree, and 4 = Disagree Strongly

The approach used again this year to promote the sharing of resources in the working groups was almost as successful as last year's, as the aggregated results in the following chart indicate:

EVALUATION CRITERIA FOR WORKING GROUPS	AGREEMENT 2005	AGREEMENT 2006
Preparedness: I received sufficient information about what resources/materials to bring to this working group.	85%	82%
Resources/Materials: The resources/materials/ideas shared by participants in this working group were relevant to my program and/or PD needs.	99%	92%
Application: I plan to use the resources/materials/ideas in my own setting.	96%	93%
Networking: I made some new contacts that I will try to maintain.	91%	87%
Facilitation: Facilitation techniques contributed to the success of the working group.	94%	93%
Workshop Environment: In general, the environment (room size, seating arrangement, lighting, temperature, etc.) contributed to the working group.	94%	89%
Outcomes: Overall, the working group met my needs and/or expectations.	96%	90%
Overall: I would recommend continuing with this kind of format for future.	95%	92%

With regard to preparedness, some participants said they had not seen the memo or resource cover forms. As mentioned, the memo notifying participants about what resources they should bring was sent out several weeks later than last year. The reason for this was that registrations were much later coming in the CSC office. Although this may have been a residual effect of the job action occurring in March, it still meant that memos could not be sent out to participants until the registrations were

received. In spite of this, most participants in the different working groups were aware of what resources they were expected to bring.

The chart below shows a three-year comparison of “preparedness” by working group (although the working groups are not identified by subject):

Percentage response in descending order by working group to preparedness question: I received sufficient information about what resources/materials to bring to the working group.						
2004	88%	86%	77%	75%	75%	70%
2005	94%	91%	85%	83%	78%	76%
2006	93%	89%	83%	80%	62%	—

Time was allocated for participants to discuss new directions or different formats for working groups. Working group participants were not at a loss for ideas and suggestions about how to improve them.

Suggestions for new directions or different formats for working groups:

- When there is a suggested topic (mastery), warn ahead to gather your college’s policies.
- Discuss curriculum with keynote speakers “context” and “relevancy” in mind.
- I think the group itself should set the “overall topic” by consensus – also next year, why don’t we share textbooks/ software/ websites and other resources instead of demonstrations.
- We seem to discuss the lack of standardization for ACE every year. It would be nice to have a standard curriculum that we could critique as a group – take what we like and leave the rest.
- Sharing of training plans rather than sharing resources again.
- I like stressing the outcomes that we have most trouble addressing. Kudos to those who photocopied cover and table of contents of book. Now I can find the resources.
- Identify college and contact person for shared materials.
- More discussion on Self-Management/ Self-Direction and ACE.
- Publisher book fair and text book representatives.
- Have publisher present.
- Have an email list for all the people from this working group.
- I would like a computer training working group/math publishing companies to come and present.

- I teach math and science. It would be nice to get input into both subjects, not just one.
- Series on evaluation tools – sample tests – comparison of say 80% between colleges (share sample ACE tests).
- Work on common text book for ACE.
- Define working groups by needs and resources not just subject matter.
- Would like to see government assistance to develop resources we can all use.
- Time designated to the resources only.
- More support staff orientated sessions.
- More IMS reports creation – access, Excel reports.
- More time to compare stats recording.
- More casual “open-speak” that we can safely exchange information.
- Lean more towards dealing with work stresses directly relating to Academic Upgrading.
- Training sessions for Admin staff, i.e., problem solving, dealing with difficult students, customer service, etc.
- 2-day training related to support staff/admin, e.g., dealing with difficult people and customer service.
- Add “Student Advisor” or “Counselling” working group as not a lot of relevance in working group.
- Please create a working group on IMS reporting data base.

Detailed evaluations of working groups will be reviewed by the CSC Executive and recommendations will be made for future PD events.

Workshops

The table below provides a comparison of the workshop evaluation feedback from the last three CSC provincial conferences:

Participants in agreement that:	2004	2005	2006
The workshop they attended met most of their needs or expectations	86%	97%	87%
They would apply what they learned to their own situation	80%	95%	85%
They would recommend the workshop to others	92%	97%	86%

Although the overall satisfaction with workshops may have been somewhat lower than last year, the workshops were still considered very successful. Workshop participants remained very satisfied with how workshops were facilitated as indicated below:

- 1) facilitator(s) presented information in a clear, organized way – **95%** in agreement
- 2) facilitator(s) related information to its practical application as much as possible – **94%** in agreement
- 3) facilitator(s) used appropriate instructional and facilitation techniques – **92%** in agreement

Lack of time was an issue for some participants, however. Several commented that more time was needed for the workshops, "...the presenter had to skip much of his material because of time."

Others provided positive feedback and specific suggestions about aspects of the workshops. These have been shared with the presenters. Again, evaluations of workshops will be carefully reviewed by the CSC Executive and recommendations will be made for future PD events.

Panels

Perhaps, because they were a new addition to the conference, the panels proved very popular with participants as demonstrated in the chart below:

Participants in agreement that:	2006
The panel they attended met most of their needs or expectations	96%
The content was relevant to their programs and PD needs	95%
They could apply what they learned to their own situation	87%
They would recommend the panel to others	94%

Participants were invited to comment on the panel format and environment (room size, seating, lighting, etc.). Although **93%** agreed that sufficient time was available for each panelist, only **81%** agreed that there was sufficient time for questions, "Time needed to be worked out better," and "Panelists were constrained by time." **Eighty-nine**

percent found that the environment contributed positively to the panel format. While several participants commented that panels were a “good format for sharing,” others provided suggestions for panel format:

- Perhaps a “town hall” type of panel where questions are posed by audience and answered by panel members – topics open for discussions could be pre-ordained.
- Would have been helpful to have one-page summary handouts in advance that included contact info.
- Maybe more technology directly used in course delivery, e.g., blackboard, multi-media classroom would be more relevant to participants.

Detailed evaluations of panel discussions will be reviewed by the CSC Executive and recommendations will be made for future PD events.

Networking

Eighty-two percent of participants agreed that there was ample time to share information with colleagues from other colleges (compared to **84%** from last year). Several participants identified the need for less-structured networking, “We needed more time to just talk with fellow colleagues about situations, concerns, curriculum, etc.”, and “Our working group was a large group so we would have liked more time to talk about some non-scheduled, group-chosen topics.” Others felt that while sharing resources and practice is interesting, it doesn’t “fill the void (resources) and there is no time to create them for all subjects.”

2006 Conference Participant.

I was new to this. I made a few contacts and exchanged contact information. I would have liked a list of participants so when Sarah from Conestoga spoke, I could get her complete name from the list, follow up with an idea or comment she made.

Seventy-six percent of participants reported that they had made new contacts that they would try to maintain (down from **88%** last year). Some participants suggested the need to set up a good communication tool, or an email contact list of those who attended.

New Direction and Development

Eighty-five percent of participants reported that they gained important information about new direction and developments in the field (down from **95%** last year).

Comments include:

- Always good to have MTCU updates. Nothing earth shattering, but that is because Lynne keeps us all so on top of what’s going on.
- Keep us posted about changes in Job Connect following merge with federal services.

- Yes, I think this is the most valuable part of the conference – ideas that can be explored, expanded upon and actioned are what inspire us and help us keep our jobs fresh and enjoyable.

One participant pointed out that there was nothing offered about Essential Skills or employment issues. Another wanted to see specific materials that directly related to ACE in the classroom.

Accommodation

Ninety-five percent of participants agreed that they enjoyed having the conference at a college site (compared to **97%** in 2005 and **94%** in 2004). Support for having the conference at a college site has remained surprisingly consistent.

2006 Conference Participant.

The residences were an awesome idea – very frugal and very nice

Only **69%** found the room accommodation and meals satisfactory (compared to **89%** in 2005 and 2004).

Comments about the positive features of the accommodation include:

- Dinner was amazing, accommodation was good and campus was beautiful.
- Breakfast was wonderful. Thank you for the BBQ.
- Attractive, comfortable rooms.
- Good central college location.
- Meal at Eaton Hall was outstanding.

Specific issues or concerns with accommodation and suggestions for improvements include:

- Lunch (day 1) wasn't the best selection.
- Catering service could be improved – should not run out of food.
- Isolated from external community.
- Coffee and water should be provided at all breaks.
- Would like more variety for breakfast and bedtime snacks.
- Room not the cleanest.
- Classrooms are not all conducive to group discussion.

Conference Likes and Dislikes

When asked what they liked best about the conference, participants provided the following information:

- 42% enjoyed the plenary presentations.
- 39% said they liked networking the best.
- 24% liked the content delivered through panels, working groups and workshops.
- 17% liked the conference setting – particularly Eaton Hall.

Others commented on how well organized the conference was. Several said that they liked the conference package. One participant particularly appreciated receiving relevant information on Ministry initiatives such as No Wrong Door.

When asked what they liked least about the conference, participants provided the following feedback:

- 13% did not enjoy the food.
- 13% said there was not enough time for networking and they felt rushed.
- 8% recommended that the conference start earlier and end earlier.

A few participants commented on lack of organization, poor choice of rooms for some sessions and poor signage, “Agenda came too late. Many details were not available such as parking, registration, directions and contact person.”

Ideas for Next Conference

Type of Conference:

- Prefer provincial conference – greater chance to learn about new opportunities. (x 6)

Location:

- Have a Northern Regional conference to deal with challenges of the North. Have a provincial support staff conference.
- Please bring it (the conference) back to the North.
- Have it at a resort.

Content:

- Have publisher displays. (x 4)
- An ACE-centred event would be helpful. That seems to be on everyone’s mind. (x 3)
- Essential Skills, trends in the workplace.
- Instead of everyone bringing ACE demos, have a draft ACE curriculum with resources that we could review and critique. This would give us an idea of standard expectations so we aren’t all over the map with what we are delivering.
- More of the kind of speakers we heard in the plenaries – recognized experts in the field.
- “Branding” Academic Upgrading. How can we get the movers and shakers in to make this happen?
- It might be helpful to have an additional session that is formed of subject teachers that are delivering curriculum in a similar manner.
- Technology in the classroom.
- Bring on more presentations that will help us understand future clients.

- Mental Health – Myths and Realities. How do we as support staff help students? What resources are available? Access database/statistical data collection PD.

Accommodation:

- Transportation to the site was challenging (taxi and bus services are limited). It would have been nice to have had local support.

Format:

- Have repeat sessions since some instructors teach different courses and they should be able to go to more than one session. (x 2)
- Have some workshops on Day 1. (x 2)
- One day for LBS/OBS and one joint PD with Job Connect/Apprenticeship. (x 2)
- Perhaps three days (Wed. to Fri.) to allow more time to network. The working groups could be longer than three hours.
- Too long – it could be done in one day.
- More integration of LBS, Job Connect and Apprenticeship.
- Start early and end early.
- Working groups should have more contact, i.e., academic working group focus; support staff, management working group with focus on subject matter to be addressed/resolved.
- Breaks between events should be lengthened as they are as productive as many of the events. If an event runs too long, we don't have that opportunity.
- Let's save a tree. Instead of everyone bringing a demonstration that will not be used, let's share textbook titles, websites (in labs) and assessment methods.
- Would like to see a separate agenda for administrative support staff, e.g., customer service, dealing with difficult people, crisis intervention, etc.
- Integrate some recreational activities.

Other Suggestions and Recommendations:

- Funding for curriculum. We have no time for development unless specifically given PD time. (x 2)
- Create an online site to continue sharing resources/ideas after the conference. With the permission of participants, online listing of faculty with email addresses and courses taught. This would be a good way to contact others teaching in your subject areas to ask questions and get feedback about resources, classroom activities etc.
- Possible theme: Let's Think Outside the Box.

Resources

This year, the CSC is distributing resources by individual request only. The increased number of participants at the 2006 Conference resulted in a wider distribution of resources in the working groups than in previous years. It also resulted in a greater number of resources. Rather than include complete resources in the print version of the report, as we've done in past years, we decided to include samples (two or three pages) of all resources collected through the working groups and identified by participant and/or college. Each resource in the print version of the report is coded and numbered according to topic. Print versions of the report have been distributed to all 24 colleges. If you are interested in seeing samples of resources that were shared in the working groups and/or receiving copies of resources, please check with your program for a printed copy of the 2006 Conference report.

For this web version, we have included examples of cover forms in [Appendix F](#) to give you an idea of what the resources look like.

Including resources in the report provides an opportunity to showcase program activity at ACE and LBS 5 delivery levels. It also promotes the value of sharing resources within and among colleges. The College Sector Committee wishes to thank all the participants for sharing their materials/resources in the working groups and contributing to a large collection of quality resources.

Conclusion

With the largest attendance to date, the 2006 CSC Provincial Conference, *Let's "Pond"er the Future*, proved very popular with conference participants. Ninety-two percent agreed that the Conference met their overall needs and/or expectations. Ninety-six percent agreed that the information they gathered during the two days was mostly relevant to the program at their college and/or to their PD needs.

The plenary discussions were particularly well-received. Dr. Sticht's inspiring and entertaining presentation on contextualized learning set a positive tone for the whole conference. Ninety-seven percent of participants agreed that the information they gained from Dr. Sticht's plenary would have an impact on their program. For 42% of participants, the plenaries were the best part of the conference. One participant contributed this explanation: The Gen Y and Dr. Sticht presentations really help us understand what kind of strategies to use in the classroom because we finally get to understand the "why" behind them.

The CSC was fortunate this year to head up two large-scale projects which provided opportunities for interaction on a provincial level with managers, faculty/classroom support staff, and administrative support staff through focus groups and surveys. Information gathered through these projects determined the themes and topics for the 2006 Conference sessions. The sessions were structured to integrate the themes as much as possible.

Working groups were highly successful again this year with 92% of participants recommending that this format continue to be part of future conferences. A large number of quality resources were shared in the working groups. A broad sampling of these resources is included in the report.

During the past three year years, the CSC has developed a solid model for providing effective professional development to college managers and deliverers of Academic Upgrading in Ontario – a model that focuses on sustained educational activities and professionally meaningful issues. The model works because it requires – and gets – the active involvement and commitment of conference participants. Although it is uncertain what direction professional development will take in 2007, it is clear that with its current track record, the CSC will be up to the challenge!

Appendix A – Memo to Participants

TO: Conference Participants
FROM: Lynne Wallace, Executive Director of the CSC
DATE: May 4, 2005
RE: Resource Sharing

Hi everyone. We are looking forward to your participation in the 2006 CSC Provincial Conference. Once again, a key focus of the conference is on the sharing of resources and information.

The working groups this year are:

- Administrative Support: Focus on Generating IMS reports, Year End Stats, Training Supports and Student Intake/Follow-Up
- Communications A: Focus on Reading, Document Use and Media
- Communications B: Focus on Speaking and Listening, Thinking Skills and Working with Others
- Math: Focus on ACE Math courses (Apprenticeship, Technology and Business)
- Science: Focus on ACE Science courses (Physics, Biology and Chemistry)

Please note that participants interested in Self-Management discussion and resources should attend Communications B Working Group.

This year we are asking you to bring 25 copies of each resource you plan to share with other participants in your working group. The working group facilitator will collect a sample of each resource every participant brings so that we have a full set of resources to include in the final report. If your resource is lengthy, only a sample of it will be included. Above all, keep in mind that the success of the working groups depends on EVERYONE bringing something to share.

Although, you don't need to submit your resource(s) to us in advance, we still need to know what you are bringing. Attached are five cover forms. Please click on the appropriate attachment, complete it and return it by May 26. Simply save the completed cover form as a new file and email it as an attachment to:

goforth@ican.net

ADMINISTRATIVE ASSISTANTS

The Group will begin with a discussion of IMS reports participants are currently generating or would like to generate. Year-end stats (local, regional and provincial) will also be reviewed.

FACULTY AND CLASSROOM DELIVERY STAFF

All working groups will begin with a discussion of mastery learning – what it is and how it is determined at your college. Please bring a copy of your course outline to that discussion. We are also asking everyone to bring information about software (cost, supplier) and web sites related to topics in the working group you have chosen. Be prepared to discuss how you have used them. Bring two copies with your name and the name of the college on it. A master list will be developed and shared with all college.

If you provide both classroom and administrative support, you must decide which workshop you plan to attend and bring the corresponding resource or resources.

Thanks, everyone! If you have any questions, please email.

Lynne Wallace, Executive Director
College Sector Committee for Adult Upgrading

Appendix B – Cover Sheet

Cover Form for Communications A Reading, Document Use and Media			
CONTACT INFORMATION			
Name			
College			
Email address			
RESOURCE INFORMATION			
Type of Resource (underline or bold both the resource(s) you are bringing to the conference and the area it is related to, i.e., Reading, Document Use or Media)	Assessment (test, demonstration)	Reading	
		Document Use	
		Media	
	Learning Activity/Curriculum/Text Book	Reading	
		Document Use	
		Media	
	New Initiative	Reading	
		Document Use	
		Media	
	Other (please explain):	Reading	
		Document Use	
		Media	
Academic Level of the Resource (underline or bold)	ACE	LBS 5	N/A
Comments about Development, the Development Process and Results or Evaluation (e.g., what challenges were involved in developing the resource or initiative, how was the resource used with students, how many students were involved, what were the results or conclusions?)			

Appendix C – Guidelines for Facilitators

GUIDELINES for FACILITATION

Math Working Group

AGENDA

1:00 – 1:10 p.m.

Introduction (10 min)

Review Agenda for the afternoon
[including goals and outcomes]

PART A: Discussion (75 min)

1:10 – 1:40 p.m.

Discussion of mastery learning (small group) (30 min)

1:40 – 2:10 p.m.

Discussion of program delivery design (small group) (30 min)

2:10 – 2:25 p.m.

Wrap-up of Presentations (large group) (15 min)

2:25 – 2:45 p.m.

BREAK (20 min)

PART B: Resource Sharing (75 min)

2:45 – 3:15 p.m.

Sharing of software and websites (30 min)

3:15 – 3:45 p.m.

Sharing of resources by topic (30 min)

3:45 – 4:00 p.m.

Evaluation and Wrap-up (large group) (15 min)

Introduction (10 min)

Facilitator will call the group together and briefly introduce himself/herself, distribute agenda, review agenda, goal and outcomes for the session. The questions for the working group discussion (mastery learning and program delivery design) have come from the field. The CSC has tagged these two questions as ones front line deliverers are most interested in discussing.

Goal: To promote networking among Academic Upgrading front line deliverers and the sharing of learning and assessment materials.

Outcomes for the Working Group

- 1) A better understanding of mastery learning and how it is determined at each college
- 2) An enhanced view of Academic Upgrading delivery designs
- 3) A clear view of what is happening in the areas of ACE Math (Apprenticeship, Business and Technology) and how it is being integrated into Academic Upgrading
- 4) New directions for working groups

Part A: Discussion (60 min) 1:10 – 2:10

Notes to Facilitator: Ask the group to break into small groups of 5 to 6 persons from different colleges. Next, ask each small group to select a facilitator and recorder. Provide the facilitator with the questions for small group discussion and the recorder with the *recording form (green)*. Hand out copies of MASTERY LEARNING (1 page). Mention that the small groups will report back to the large group when it reconvenes before break. Mention that the information gathered from the groups will be included in a final report.

The topics for discussion are:

- #1 A What is mastery learning? (15 min)
- #1 B How is mastery determined at each college? (15 min)
- #2 What does the delivery design of Academic Upgrading look like at your college site? (30 min)

Part A Wrap-Up (15 min.) 2:10 – 2:25 p.m.

Wrap up Part A before break with a large group discussion. Assign a recorder to capture key points/highlights and provide a *recording form (yellow)*. Ask each small group to report back.

Remind participants that the session will resume at 2:45 promptly.

Break (20 min)

Part B: Resource Sharing (60 min) 2:45 – 3:45

Notes to Facilitator: Use participant list (in alphabetical order) to schedule the presentations. This will save time. The presentations will be organized in two parts.

Part 1: Sharing of software and websites – ask participants to describe the software and websites they have brought and explain how they use them in instruction. Ask participants to provide ordering and cost information on the software. **Collect a copy from each presenter** (they have been asked to bring an additional copy). Make sure the presenter's name and college are written on the copy.

Part 2: Sharing of resources by topic – ask participants to identify the type of resource (assessment, curriculum, learning activity, etc.) and the topic (Apprenticeship, Business and Technology). Ask them to describe what they doing in this area (for context) and how/where their resource fits in. **Collect one copy of each resource**. Make sure the presenter's name and college are written on the copy.

Allow for one or two questions for each presentation (if time permits).

Part B Wrap-up (15 min) 3:45 – 4:00 p.m.

Assign a recorder and provide a *recording form (pink)*. Ask the group to spend a few minutes to discuss the value of working groups. Do they still work? If so, what new directions can they take?

Remind participants to complete evaluation forms. Collect the following documents, place in black case and hand over to Dee Goforth or place in hamper at the Registration Table.

- samples of resources identified by participant name and college
- recording forms (pink, yellow and green)
- the evaluation forms

Appendix D – Mastery Handout

MASTERY LEARNING: Working Group Handout

Mastery learning is an instructional model conceived by John Carroll in 1963 and developed by Benjamin Bloom. According to Bloom, mastery learning must take “aptitude” into account or how long it takes a person to learn something. Bloom believed that given the right circumstances, everyone can learn.

Instructing for mastery includes the following:

- Establishing objectives of the course or unit that define mastery of the subject.
- Communicating instructor expectations about course objectives to students.
- Evaluating student progress against the objectives in order to bring students to mastery.
- Dividing course content into smaller learning units, each with their own objectives and assessment.
- Using diagnostic tests to discover what the person already knows and using the results to target instruction.
- Using such instructional strategies such as teaching, modeling, practice, formative evaluation, re-teaching and reinforcement.
- Adjusting the amount of learning time to fit aptitude. Students must master current content before moving to new content.

Other Information

- 1) Mastery learning fits sequential subjects best such as math or foreign language where prior knowledge is essential to progress.
- 2) Mastery learning is often resisted by humanities instructors and others who do not teach easily defined psychomotor or cognitive skills.
- 3) Mastery suits individualized learning better, but can be adapted to a group situation.
- 4) Mastery is content rather than performance based.
- 5) Outcome-based education and mastery learning both are based on the assumption that all students can master tasks and materials if given sufficient time.

SOURCES:

Notes from Benjamin Bloom lecture (ACSA, April, 1987)
<http://www.humboldt.edu/~tha1/mastery.html>

ERIC Clearinghouse for Junior Colleges Los Angeles CA.
<http://www.ericdigests.org/pre-926/educational.htm>

There is a difference between "80% of students will master the material" and "each student will master at least 80% of the material" before proceeding. (Bloom, 1987)

Appendix E – Feedback on Mastery Discussion

What does mastery learning mean to you?

- Students can work at different pace depending on their strengths in certain areas.
- Preparing students for future goal – post secondary or job.
- Moving learning into long-term memory to applicable situation and skills.
- Provides a foundation for developing other skills.
- Repetitive testing is not mastery.
- Self-confidence/self-analysis.
- Practice, participation.
- Mastery learning is at a level competent to learn/work in a field – varies by field.
- LBS theory – mastery on a goal-related application.
- Workplace skills can relate to mastery to profiles for job categories.
- Problem sets test in numeracy, document use and reading.
- A student does a test, e.g., punctuation with a 70% (consensus level for “pass”).
- Criteria for passing are set up in the training plan – goal is an individualized, self-guided program.
- Consider what is necessary for success in postsecondary.
- The word “competency” would be more descriptive of what we are looking for.
- Assessing student needs.
- Sequential learning.
- On-going assessment of skills.
- Establishing objectives.
- Using diagnostic tests.
- Small chunks of learning, building self-efficacy, reflect aspects of self-assessment.
- Learning to level where a learner can work.
- Mastery demos in files organized by skill sets (pre-determined).
- Integrates self-assessment, learner is involved.
- Mastery can be based on level of literacy.
- Need mastery to determine acceptance and survival in programs.

Observations or Issues/Questions Raised

- Difficult to define.
- Some students will never be able to master certain tasks.
- Pre-test already mastered is a good tool.
- Students plateau sometimes – this can be an issue.
- Different learning backgrounds so hard to apply to mastery to all learning.
- Seems to suit lower levels of learning, best for sequential learning.
- Previously thought it was objective based – now believe it is evaluation, timelines assessments.
- Mastery is goal driven and tailored to the student's needs.
- Doesn't necessarily mean self-paced or pre-testing.
- Scientific method.
- Science typically to meet pre-requisites for other programs, therefore criteria must be met.
- Needs to be a strong science basis for the variety of courses sciences are preparing for.
- Hard to apply in communications.
- Difficult to get people in together to gain practical experience to obtain mastery level.
- You can't have standard mastery levels if you don't have standard tests.
- Mastery is a challenge to humanities instructors because reading and writing is harder to evaluate. We must go back to the skills sets in order to evaluate.
- Time lines – some offer rigid VS flexible timeline.
- Relating to Dr. Sticht – is it 80% or 70% – horizontal or vertical?
- How does goal (workplace/college) affect criteria for mastery?
- How can you develop truly individualized (VS generic) assessment tools?
- How can we incorporate time-management skills in mastery criteria?
- How can we reflect personal progress as opposed to standardized levels?
- All students can learn if given sufficient time, BUT, what if student has learning disabilities or is on drugs?
- Is it realistic to rewrite over and over again?
- Is 100% mastery?
- Should mastery levels be the same?
- What do students get in the end?

- Is ACE on par at each college?
- How much help should a teacher provide?
- How does mastery apply to participation?
- How do you apply mastery to life skills, self-esteem?
- Learn how much, but at what level of difficulty, during what amount of time?
- Has the student mastered the objectives? Can the student translate from communications to numeracy and apply to everyday life?

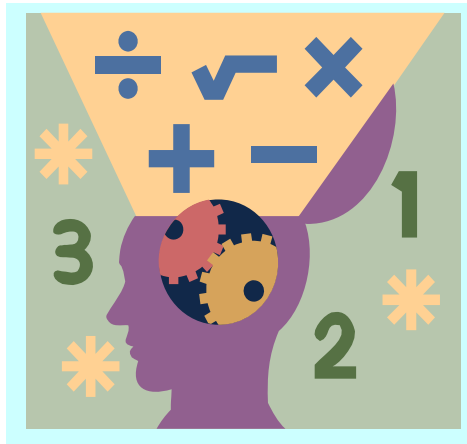
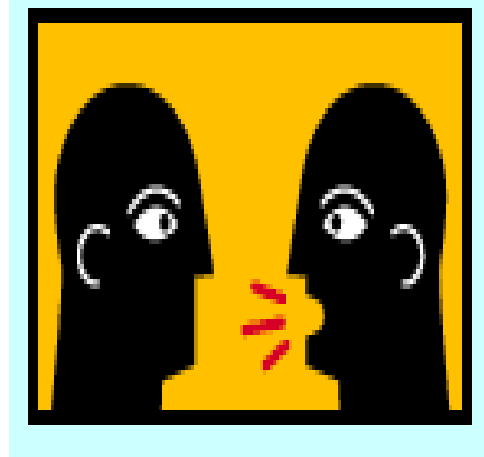
How is mastery determined in your program?

- Establish objectives and communicate expectations.
- Usually marks.
- Training plan.
- Placement tests.
- Pre-tests.
- Demonstrations.
- Progress reports.
- Unit tests.
- Comprehensive final exam.
- Review at the end of chapters.
- Must master current content before moving on.
- 55% to 80% on placement tests.
- No formal benchmarks, teacher's judgement.
- Some are graded, some are complete/incomplete and others are graded by percentage or letters.
- Student goals change so mastery criteria need to be objective.

Observations or Issues/Questions Raised

- Should we have time limits, deadlines?
- How much should be based on student goal? Student ability?
- Why is mastery more suited to individualized learning?
- Past academic experience is a factor. People are not always starting from the same place or have different degrees of experience with the task, e.g., oral speech. Should they be graded in the same way?

Appendix F – Resources



Cover Form for Administrative Assistance Resource

CONTACT INFORMATION

Name	Edie Kraan
College	Cambrian College
Email Address	eakraan@cambrianc.on.ca

RESOURCE INFORMATION

Type of Resource (please bold or underline both the resource(s) you are planning to bring to the conference and the topic each is related to, i.e., Intake, Ongoing, Follow-up or IMS Data Collection)	Forms	<u>Intake (2), Ongoing, Follow-up (1)</u>
		Training Supports
		IMS Data Collection
	Reports	Intake, Ongoing, Follow-up
		Training Supports
		IMS Data Collection
	Processes – <u>Policies & Procedures at Intake</u> <u>“How to Book” 4 admin.</u>	Intake, Ongoing, Follow-up
		Training Supports
		IMS Data Collection
	Other (please explain):	<u>Intake – Referral Form,</u> <u>Ongoing – Mid-course Evaluation Survey</u>
		Follow-up
		Training Supports
IMS Data Collection		
Comments about Development of Process or Form, Use and Results (e.g., why was the form or process developed, what challenges were involved developing the process or form, how is the process or form used with students, what were the results or conclusions?)	Policies & procedures was created to make students aware of Cambrian's upgrading. The “How to Book” is a simple guide, should someone, other than regular admin person, have to fill in. The forms are contracts with students to assist in improving attendance. Referral form helps to keep a simple, precise account with a learner. Follow-up form allows for easy tracking of students. The survey helps us to see which areas students need more assistance in.	

Cover Form for Communications A Reading, Document Use and Media

CONTACT INFORMATION

Name	Elizabeth Charters
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RESOURCE INFORMATION

Type of Resource (underline or bold both the resource(s) you are bringing to the conference and the area it is related to, i.e., Reading, Document Use or Media)	Assessment (test, demonstration)	Reading
		Document Use
		Media
	Learning Activity/Curriculum/Text Book	Reading
		Document Use
		Media
	New Initiative	Reading
		Document Use
		Media
	Other (please explain):	Reading
		Document Use
		Media

Academic Level of the Resource (underline or bold)	ACE	LBS 5	N/A
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Comments about Development, the Development Process and Results or Evaluation (e.g., what challenges were involved in developing the resource or initiative, how was the resource used with students, how many students were involved, what were the results or conclusions?)	<p>This Non-Fiction reading demonstration requires students to read two articles reflecting opposing sides of a controversial issue (Marijuana Legalisation). They preparing some written responses to the articles, demonstrating understanding of the readings and their ability to use MLA documentation formats. They also take part in an online discussion on the issue.</p> <p>Students need experience reading published work critically. It is helpful for them to learn that they can disagree with opinions in a published article; they also need to learn that they need to support their own opinions with appropriate detail. I have done this assignment with articles on a variety of topics but Marijuana Legalisation is always popular and students find these articles accessible. Students enjoy the online discussion also. them</p>
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Cover Form for Communications B Speaking & Listening, Thinking Skills and Working with Others

CONTACT INFORMATION

Name	Ann Ashberry
College	Conestoga College
Email Address	aashberry@conestogac.on.ca

RESOURCE INFORMATION

Type of Resource (underline or bold both the resource(s) you are bringing to the conference and the area it is related to, i.e., Speaking & Listening, Thinking Skills or Working with Others)	Assessment (test, demonstration)	Speaking & Listening
		Thinking Skills
		Working with Others
	Learning Activity/Curriculum/Text Book	Speaking & Listening
		Thinking Skills
		Working with Others
	New Initiative	Speaking & Listening
		Thinking Skills
		Working with Others
	Other (please explain):	Speaking & Listening
		Thinking Skills
		Working with Others

Academic Level of the Resource (underline or bold)	ACE	LBS 5	N/A
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Comments about Development, the Development Process and Results or Evaluation (e.g., what challenges were involved in developing the resource or initiative, how was the resource used with students, how many students were involved, what were the results or conclusions?)	This was developed as an exit demonstration. The learner selects a posting for a job and analyzes and assesses the required transferable, self management and work content skills necessary to succeed at the job. The learner also identifies the essential skills that would be used in performing this job. The learning outcomes that were measured were problem solving and critical thinking.
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**Cover Form for Math
Focus on ACE Math Courses (Apprenticeship, Technology and Business)**

CONTACT INFORMATION

Name	Nancy Redfern
College	Sheridan
Email Address	nancy.redfern@sheridanc.on.ca

RESOURCE INFORMATION

Type of Resource (underline or bold both the resource(s) you are bringing to the conference and the course it is related to, i.e., Apprenticeship, Technology or Business)	Assessment (test, demonstration)	Apprenticeship
		Technology
		Business
	<u>Learning Activity/Curriculum/Text Book</u>	Apprenticeship
		Technology
		Business
	New Initiative	Apprenticeship
		Technology
		Business
	Other (please explain):	Apprenticeship
		Technology
		Business

Comments about Development, the Development Process and Results or Evaluation (e.g., what challenges were involved in developing the resource or initiative, how was the resource used with students, how many students were involved, what were the results or conclusions?)	The course was developed last summer, using material from a new text book and some of our own college produced material. Some of the material is a continuation of units we chose for the ACE Core math. We are still evaluating the completeness of the material as prep for college technical programs.
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Cover Form for Science
Focus on ACE Physics, Biology and Chemistry

CONTACT INFORMATION

Name	Murray Stinson
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RESOURCE INFORMATION

Type of Resource (underline or bold both the resource(s) you are bringing to the conference and the course it is related to, i.e., Physics, Biology or Chemistry)	Assessment (test, demonstration) – Virtual lab on combustion analysis	Physics
		Biology
		Chemistry
	Learning Activity/Curriculum/Text Book	Physics
		Biology
		Chemistry
	New Initiative	Physics
		Biology
		Chemistry
	Other (please explain):	Physics
		Biology
		Chemistry

Comments about Development, the Development Process and Results or Evaluation (e.g., what challenges were involved in developing the resource or initiative, how was the resource used with students, how many students were involved, what were the results or conclusions?)	<p>The Lab is from the “CyberChem” CD, Authors: Maha Ashour- Abdalla and Raymond Chang, Publisher: WCB McGraw-Hill, ISBN: 007-847769-7.</p> <p>The attached assignment “package” was developed at Conestoga to make the lab instructions & expectations more clear & user-friendly.</p> <p>The lab will be used in the upcoming 2006-07 academic year.</p>
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