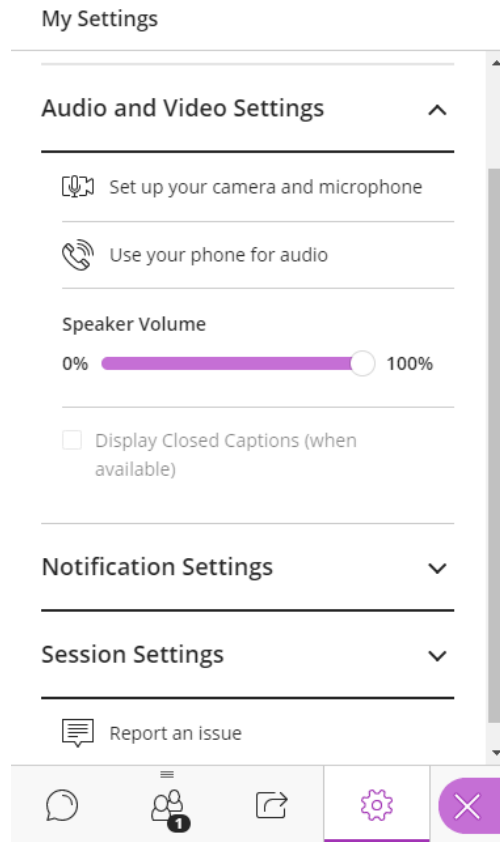


Before we get started...

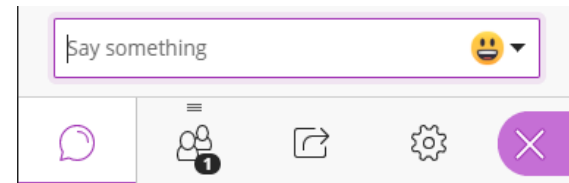
1) Open the Collaborate panel (bottom right of screen)

2) Click on the gear icon for settings

3) Check your audio & notification settings



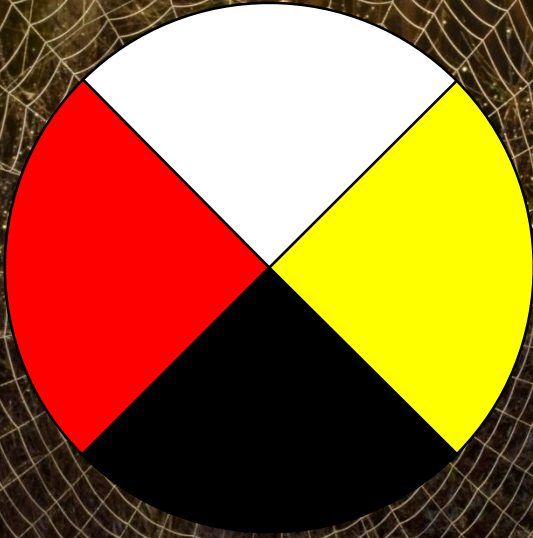
Controls: Test muting and unmuting, raising your hand, and providing feedback



Chat: Feel free to use the chat to interact with your colleagues and the moderators.

Traditional Land Acknowledgement

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the [Huron-Wendat](#), the [Seneca](#), and most recently, the [Mississaugas of the Credit River](#). Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.



Adapting Experiential Learning for Remote Delivery – [Webinar Series](#)

Session Title	Session Date
1. Effective Partnership Development and Engagement in a Remote Environment	<i>Session slide deck and recording are available on the webinar series website.</i>
2. Community-Engaged Learning	<i>Session slide deck and recording are available on the webinar series website.</i>
3. Field Work Films: Notes on Recording for Remote Teaching	<i>Session slide deck and recording are available on the webinar series website.</i>
4. Field Experiences	<i>Session slide deck and recording are available on the webinar series website.</i>
5. Teaching Research-Intensive Courses Remotely	<i>Session slide deck and recording are available on the webinar series website.</i>
6. Organization-Partnered Projects	Monday, July 13th from 1-2 PM EST
7. Academic Internships	Wednesday, July 15 th from 2-3 PM EST
8. Designing Remote Activities to Spark Student Engagement	Tuesday, July 21 st from 1-2 PM EST

Session 6. Organization-Partnered Projects

Adapting Experiential Learning for Remote Delivery Webinar Series

July 13, 2020



UNIVERSITY OF
TORONTO

Meet your session panelists.

Session Facilitator:

- [Dr. Vicki Lowes](#), Director, Experiential Learning & Outreach Support, Faculty of Arts and Science

Session Speakers:



[Professor Jonathan Hamilton-Diabo](#), Assistant Professor of Theology, June Callwood Professor of Social Justice & Special Advisor to the President on Indigenous Initiatives, Victoria University in the University of Toronto

Topic: Connecting with Communities Remotely



[Professor Jason Bazylak](#), Associate Professor, Teaching Stream, Department of Mechanical and Industrial Engineering, Faculty of Applied Science and Engineering; Coordinator / Instructor Engineering Strategies and Practice

Topic: Facilitating Intra-Team Engagement Remotely



[Professor Olivier St-Cyr](#), Assistant Professor, Teaching Stream, Faculty of Information and Teaching Faculty Fellow, Centre for Community Partnerships (CCP)

Topic: Converting hybrid (In-Person / Online) Organization-Partnered Projects to Entirely Online

Organization-Partnered Projects

- Organization partnerships allow students to participate in project-based research, artistic projects and performances, design, or consultancy work supervised by an instructor or staff member from the University.
- Students connect with industry, community, public, NGO, or other external partners in order to apply their knowledge and skills, learn from their partners and contribute to the development of new knowledge, products, technologies, or services.

<https://experientiallearning.utoronto.ca/faculty-staff/explore/#organization>



Jonathan Hamilton-Diabo

Assistant Professor of Theology,
June Callwood Professor of Social
Justice & Special Advisor to the
President on Indigenous
Initiatives, Victoria University in
the University of Toronto

Topic: Connecting with Communities Remotely

DEFINING RELATIONSHIPS: *ONE* INDIGENOUS APPROACH

“...These TWO ROWS will symbolize vessels, traveling down the same river together. One will be for the Original People, their laws, their customs, and the other for the European people and their laws and customs. We will each travel the river together, but each in our own boat. And neither of us will try to steer the other's vessel.”

Translated by Huron Miller, 1980



Image Source: Two Row Times, Feb. 10, 2017

Things to Consider

- The **time** needed to develop relationships and trust
- Understanding the **diversity** that exists within a community
- Recognizing and acknowledging the current situation of the partner
- These relationships are not one-time nor one-dimensional – they are on-going and go beyond "the course"

Jason Bazylak

Associate Professor – Teaching Stream

- Mechanical & Industrial Engineering
 - Applied Science & Engineering – UofT
- Professional Engineer

Education:

- Bachelors - Engineering Physics (UofS)
- Masters Education (UofT)

Teaching Area: Engineering Design

Research Area:

- Engineering Education
- Diversity in Engineering

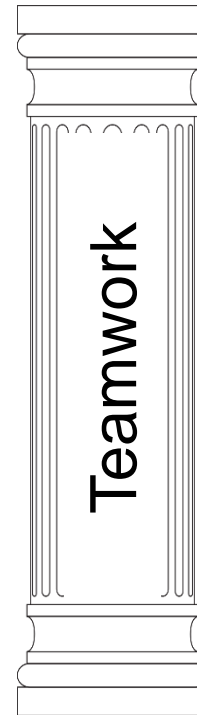
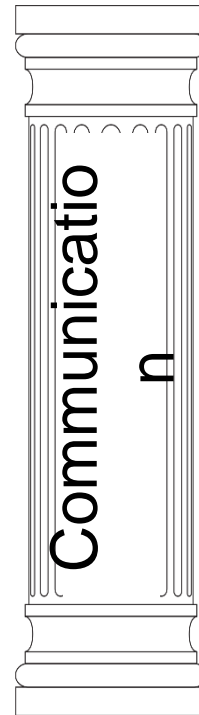
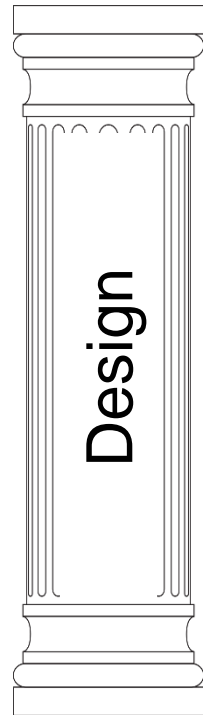


Copyright: Sesame Workshop

Topic: Facilitating Intra-team Engagement Remotely



ENGINEERING STRATEGIES AND PRACTICE (ESP) (COURSE): FIRST YEAR ENGINEERING DESIGN





**Team-based (~5 students / team), Project-based (1 common in fall;
1 unique, real client in winter)**
First-year engineering design course; lectures & tutorials

Early Detection of Forest Fires

Each year in Canada, approximately 9,000 wildfires burn 2.5 to 3 million hectares of forest [1, 2]. The vast majority of Canadian wildfires are detected within a timeframe that allows for them to be evaluated by Fire Rangers, and when needed extinguished before they escalate (grow to greater than 200 ha in size). However, a small number of wildfires (approximately 250 of the 9,000) escape current early detection methods, allowing them to grow beyond the ability of Fire Rangers to extinguish quickly. Though they are in the small minority of all wildfires, those that escape early detection and grow unchecked account for 97% of the forest that is burned [1].

ESP Team's Project inspires retrofit of the Fisher Rare Book Library.

THE STAR

News · GTA

How six undergrads saved U of T's rare books

After consulting architecture firms for a solution to a condensation problem, the library settled on an idea from U of T engineering students.



Yewon Son is part of a group of first year engineering students at the University of Toronto who helped save the old books in the Thomas Fisher Rare Book Library. In some places plastic sheeting and duct tape protect the books on the inside because of condensation issues. (STEVE RUSSELL / TORONTO STAR)



A group of first year engineers came up with an idea to insulate the outside of the library with concrete sheeting over spray foam. (STEVE RUSSELL / TORONTO STAR)

Design a community digital makerspace with a Grade 3 class as their client.





The cardiologist and the mechanic.

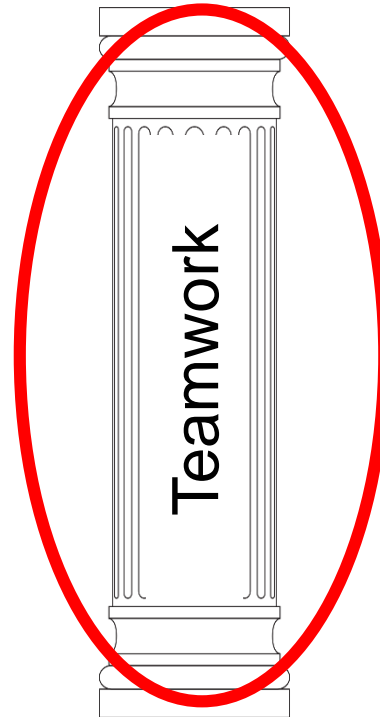
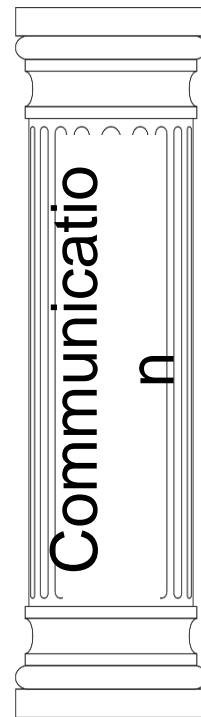
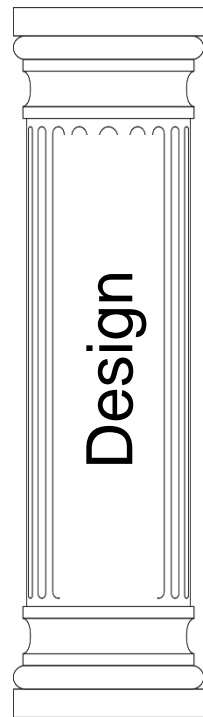
End of Winter Term - 2020



***FIX DESIGN A NEW ENGINE WHILE IT IS
RUNNING AND WE ARE DRIVING 100 KPH DOWN
THE HIGHWAY***



ENGINEERING STRATEGIES AND PRACTICE (ESP) (COURSE): FIRST YEAR ENGINEERING DESIGN





Even before COVID-19, the team engagement wasn't sugar and spice and everything nice...

“LET THE STUDENTS CHOOSE THEIR PARTNERS FOR TEAM PROJECTS. I understand that in the workforce, we are not able to choose who we work with, however, this is different. Many students don't care about the team at all, and you are forced to micromanage the team to accomplish the tasks. I do not appreciate having to carry my team members to get a good mark in the team projects.”

-- Student Feedback



I hire people brighter than me and
then I get out of their way.

— *Lee Iacocca* —

AZ QUOTES

<https://www.azquotes.com/quote/140297>

**DECIDED TO LET THE STUDENTS TO DESIGN
THE NEW COURSE**

Lack of connection with the teaching team.

Student Feedback

- *My team felt out of touch with the instructors, EM and TA as we couldn't get our questions answered for a few days, piazza wasn't very active and our EM/TA responded to emails 4-5 days after it was sent.*
- *Instructors and TAs would not reply for a long time, which was inconvenient for when our team needed feedback to proceed.*

Course Additions for 2020-21

- Piazza online Q&A forum with rewards given for top student contributors.
- Dedicated once a week 30 minute team-on-TA supervisor meeting.

Students failing to self-motivate in isolation.

Student Feedback

- *I wish we had a short video session with the TA during weekly tutorial times rather than communicating with them through the chat in the Google doc.*
- *ADD Mandatory Office Hours with our TAs/EMs to keep our team on track.*
- *Should have been mandatory for each group member to individually report to their EM or TA their contributions for each week. It was hard getting some team members to put in work because with remote learning, they felt a lot more disconnected to the team and the course.*

Course Additions for 2020-21

- Dedicated once a week 30 minute team-on-TA supervisor meeting.

Lack of connection with student team.

Student Feedback

- *I had issues with lack of communication [with team members] and we cant go to a team counsellor or talk to anyone because they [team members] wouldn't come because they dont answer or complete their work. Hence, maybe have a place to turn to.*
- *It been soooooooooooooooooooooooooooooo hard for us to keep working as a group!!! most of teammates are not put as much as effort if we can work face to face. EVEN WE HAVE ONLINE MEETING!*
- *there wasn't any formal lesson or announcements that gave us direction on how to manage a team online.*

Course Additions for 2020-21

- Team Coordinator has added both staff and TA human resources to coaching students in online team dynamics.
- Make Team Charter a marked component of the course instead of a “check box.”

Difficulty meeting online.

Student Feedback

I feel like the tutorials should not be canceled after the COVID-19 like they can be a Zoom tutorial or something like that. I found that it was a hard time for my team to regularly check in with each other in terms of the tasks that were completed. Some reasons include some of my team members are in a different time zone and some of them just did not show up during our Zoom call meeting. I think an online tutorial has the potential issue to solve, and there is be associated consequences for showing up in the tutorial.

Course Additions for 2020-21

- Dedicated once a week 30 minute team-on-TA supervisor meeting.
- Flexible scheduling for supervisor meeting AND team meetings
- Team formation based on time zone.

Some students lost motivation by the end of the term.

Student Feedback

- *Team members dropped off the radar...it is much more difficult to hold team members accountable when they can just go offline at any time.*
- *No way to hold team members accountable for their parts for an assignment... if there were team members who did absolutely nothing. The rest of the team has to carry the assignment and as a result, get flooded with an insane workload. This can be challenging for those members who are doing their work and is not good for their mental health.*
- *I believe the presentation should've been removed due to the new online format. CDS extensions were very helpful - but team lost motivation.*

Course additions for 2020-21

- Dedicated once a week 30 minute team-on-TA supervisor meeting.
- Make Team Charter a marked component of the course instead of a “check box.”
- Train TAs to factor in the Attribution table more frequently.
- Enforce Individual Mastery policy more strictly.
- Final presentations made mandatory on the syllabus.

Concerns about forced meetings.

Student Feedback

After the COVID-19 safety measures were implemented a few engineering students were forcing other team members to have physical meetings, while completely disregarding the announcement sent out by the teaching staff that requested all future team meetings for this course be transferred to an online platform. These students were not only endangering their own health but the health of other team members as well. I would prefer to see a change in terms of transparency when it comes to reporting these issues to the teaching staff.

Course Additions for 2020-21

- Stress that in person meetings are not required and cannot be forced.
- Ensure there are confidential reporting mechanism through multiple teaching team members

“Old school” text chat.

Student Feedback

“Something I would like to see added is the possibility of chat rooms for meeting with the EM and TA. Many teams didn't want to use webcam or voice chatting, so chat rooms would help us get the help we need in a quick written version.”

Course Additions for 2020-21

- Ensure there are low activation energy methods of communicating, especially for equal access for all students regardless of their surroundings.



Jason Bazylak
jason.bazylak@utoronto.ca
(416) 946-5066



Olivier St-Cyr

Assistant Professor,
Teaching Stream, Faculty of
Information

Teaching Faculty Fellow, Centre
for Community Partnerships
(CCP)

**Topic: Converting Hybrid (In-Person / Online)
Organization-Partnered Projects to Entirely Online**

Participant Q&A and Round Table



Contact Information and Additional Experiential Learning Resources



Let's continue the discussion. Please feel free to contact us using the following information:

Session Facilitator:

- Dr. Vicki Lowes – vicki.lowes@utoronto.ca

Session Speakers:

- **Professor Jonathan Hamilton-Diabo** – j.hamilton.diabo@utoronto.ca
- **Professor Jason Bazylak** – jason.bazylak@utoronto.ca
- **Professor Olivier St-Cyr** – olivier.st.cyr@utoronto.ca

Thank you!

Here are some additional resources:

- **Remote Experiential Learning Resources** – For additional resources available to faculty and staff as they design, implement and administer remote experiential learning opportunities, please view the following SharePoint site, available to all UofT faculty and staff - <https://utoronto.sharepoint.com/sites/dvpp-aelr>.
- **Remote Experiential Learning Webinar Series** – To register for additional webinar sessions in this series, please view the following website - <https://utoronto.sharepoint.com/sites/dvpp-aelr/SitePages/Adapting-EL-for-Remote-Delivery---PD-Series.aspx>.
- **Experiential Learning at UofT** – For more information about experiential learning at the University of Toronto, please view the following website - <https://experientiallearning.utoronto.ca/>.
- **All Other Questions** – For all other questions, please email the Office of the Vice-Provost, Innovations in Undergraduate Education at vp.iue@utoronto.ca. We look forward to hearing from you!