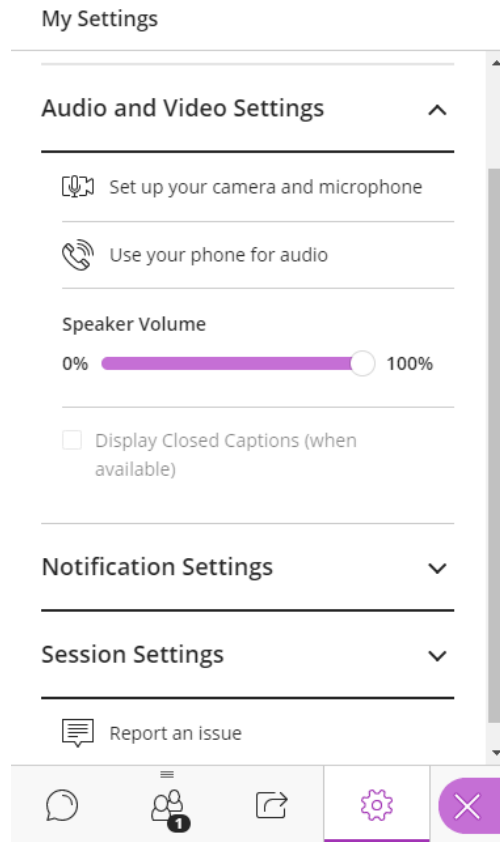
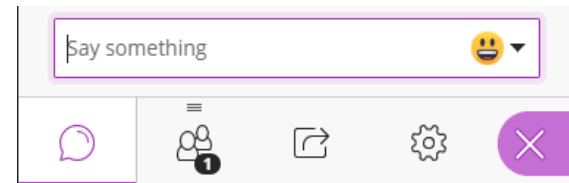


Before we get started...

- 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.

Land Acknowledgement

“I (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.”

<https://indigenous.utoronto.ca/about/land-acknowledgement/>

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	<i>Session slide deck and recording are available on the webinar series website.</i>
7. Academic Internships	Wednesday, July 15th from 11-12 PM EST
8. Designing Remote Activities to Spark Student Engagement	Tuesday, July 21 st from 1-2 PM EST

Session 7. Academic Internships

Adapting Experiential Learning for Remote Delivery Webinar Series

July 15, 2020



UNIVERSITY OF
TORONTO

Meet Your Session Speakers



Rena Banwait



Professor Tracey Bowen



Kayla Sousa



Professor Liz Coulson

Meet Your Session Speakers

Session Moderator:

- [Rena Banwait](#), Manager, Experiential Education Unit, Office of the Dean, University of Toronto Mississauga

Session Speakers:

- [Professor Tracey Bowen](#), Associate Professor, Teaching Stream and Associate Director, Institute of Communication, Culture, Information and Technology, University of Toronto Mississauga
- [Professor Liz Coulson](#), Assistant Professor, Teaching Stream and Education Studies Undergraduate Program Coordinator, Department of Language Studies, University of Toronto Mississauga
- [Kayla Sousa](#), Experiential Learning Officer, Office of the Dean, University of Toronto Mississauga

Session Outline

- Overview of Academic Internships
- Challenges and Opportunities for Remote Internships
- Partnership Development
- Preparing Students for Placements
- Reflection & Assessment
- Q&A





Opening Activity

Share one word in the chat box to describe your working conditions over the last few months.



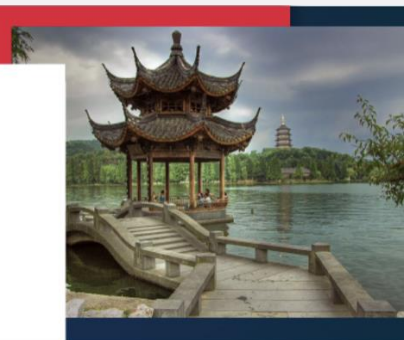
Overview of Academic Internships

- At UTM, internships are offered across 15 academic units and are:
 - 100 hours for half-credit courses
 - 200 hours for full-year courses
- Students use their experiences to enhance professional acumen, explore careers, and earn academic credit.
- In the classroom, students complete various reflective activities to help them synthesize their learning.
- *Remote placements* have existed for years in units like ICCIT, which has benefited students by:
 - Familiarizing them with changing technologies
 - Promoting adaptability and time management
 - Providing opportunities for more accessible global experiences



CHINA

EXPERIENTIAL LEARNING OPPORTUNITY
WITHIN THE COMMUNITY
(EDS388H5S)
SUMMER INTERNSHIP



Challenges and Opportunities for Remote Internships



Challenges for Faculty & Staff



Challenges for Students



Opportunities



Partnership Development

- Emphasis on outreach in identifying and securing partners; acknowledging new partners may require added assistance during transition.
- Increased need to maintain engagement through recognition.
- Critical to discuss expectations for remote placements:
 - Supervision
 - Communication
 - Support (both partner-facing and student-focused)

Partnership Development Continued...

Risk Management

- Standard partner agreement paperwork
- Potential creation of *new* tailored documentation outlining specific tools and/or processes

Implications

- Increased work demand for administrators
- Recognizing some partners may not be able to participate

Preparing Students for Placements

Professional Etiquette Training

- Technology use and rehearsals
- Communication and asking questions
- Taking initiative
- Video conferencing tips
- Time management across time zones
- Staying “visible” online

Inclusivity and Support

- Culturally responsive practices
- Addressing individual student needs
- Managing psychological mindset of transition from home to intern in same physical space

Health & Well-being



Preparing Students Continued...

Health & Well-being

- Faculty and staff will likely need to address the following potential areas of concern:
 - Zoom burnout and technological challenges
 - Feelings of alienation/isolation
 - Discomfort with the unknown
- If partners request a transition to in-person activities, students may face additional concern and administrators will need to inquire about:
 - Safety measures being taken by partners (i.e. PPE, distance between workers, etc.)
 - Student comfort and readiness:
<https://www.viceprovoststudents.utoronto.ca/faculty-staff/placements/>

Reflection and Assessment

Faculty and staff will likely need to address the following:

- Providing guidance to students (i.e., How can they reflect if they are not physically present for any particular incident or event? What should they be reflecting on?)
- Best practices – “Stop, Start, Continue”

Reflection and Assessment Continued...

Start

Activities that may:

- improve processes
- reduce waste
- have a positive impact on the way the team operates

As with “stop” activities, consider both technical and behavioral aspects. If they work they can go onto the continue list in the next review.

Stop

Activities that:

- are inefficient
- waste time or resources
- have a negative impact on the way people feel or the way things work

Activities on this list may be technical or behavioral things and should cease.

Continue

Activities the team has tried and were successful but are not yet part of common practice.

Once the activities are part of the way things are done, add them to procedure manuals and checklists and remove from this list.

photo cred: <https://www.groupmap.com/map-templates/start-stop-continue-retrospective/>

Additional Experiential Learning Resources and Q&A

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!

Questions?

Please feel free to send any additional questions after the session to Rena Banwait at rena.banwait@utoronto.ca.