



# **Yeates School of Graduate Studies (YSGS) Co-Curricular Online Student Engagement**

Prepared for the Yeates School of  
Graduate Studies (YSGS)

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# Table of Contents

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<b>1.0 Executive summary</b>	<b>5</b>
<b>2.0 Context and Purpose</b>	<b>7</b>
<b>3.0 Background and Mandate</b>	<b>7</b>
<b>4.0 Approach</b>	<b>9</b>
<b>5.0 Key Issues</b>	<b>10</b>
<b>6.0 Internal Scan</b>	<b>11</b>
<b>6.1 Student Engagement</b>	<b>11</b>
<b>6.2 Future Smart</b>	<b>11</b>
<b>6.3 Ryerson Career and Co-op Centre</b>	<b>11</b>
<b>6.4 Centre for Excellence in Learning and Teaching (CELT)</b>	<b>12</b>
<b>6.5 Graduate Leadership Institute (GLI)</b>	<b>12</b>
<b>6.6 International Student Support</b>	<b>12</b>
<b>6.7 Edge by Mitacs Training</b>	<b>13</b>
<b>6.8 Graduate Learning Support (SLS)</b>	<b>13</b>
<b>6.9 Overall Findings</b>	<b>13</b>
<b>6.10 Internal Scan Summary</b>	<b>14</b>
<b>7.0 External Scan</b>	<b>14</b>
<b>7.1 Asynchronous versus Synchronous Learning</b>	<b>14</b>
<b>7.2 Co-Curricular Program Variety</b>	<b>15</b>
<b>7.3 Badging</b>	<b>16</b>
<b>7.4 External Scan Summary</b>	<b>16</b>
<b>8.0 Literature Review</b>	<b>16</b>
<b>8.1 Online Student Engagement</b>	<b>16</b>
<b>8.2 Extracurricular Project-Based Experiential Learning</b>	<b>17</b>
<b>8.3 Co-Curricular Transcript</b>	<b>17</b>
<b>8.4 Engaging Graduate Students in Online Learning</b>	<b>18</b>
<b>8.5 Integrating Co-Curricular Activities to Enhance Student Outcomes</b>	<b>18</b>
<b>8.6 Literature Review Summary</b>	<b>19</b>
<b>9.0 Recommendations</b>	<b>19</b>
<b>9.1 Synchronous versus Asynchronous Material</b>	<b>20</b>
<b>9.2 Displaying Events - Adding a Calendar to the Website</b>	<b>20</b>
<b>9.3 Badging</b>	<b>20</b>
<b>9.4 Experiential Learning</b>	<b>21</b>

9.5 Microcredentials	21
9.6 Recommendations Summary	22
10.0 Workshop Recommendations	22
10.1 Mental Health and Wellness During the Pandemic	22
10.2 Working and Networking during the Pandemic	22
10.3 Making the Most out of the Pandemic	23
10.4 Working with Supervisors	23
10.5 Connecting with other Graduate Students	23
10.6 Workshop Recommendations Summary	24
11.0 Accessibility Recommendations	24
11.1 Universal Design for Learning Online	24
11.2 Closed captioning	25
11.3 Accessibility Request Option	25
11.4 Training for Facilitators	25
11.5 Accessibility Recommendations Summary	26
12.0 Survey Recommendations	26
12.1 Workshop Feedback Survey	26
12.2 Graduate Technology Access and Learning Environment	26
12.3 Online Extracurricular and Co-Curricular Student Engagement Survey	27
12.4 Survey Recommendations Summary	27
13.0 Conclusion	27
Appendix 1: Professional Development Assessment	30
Appendix 2: Online Learning	46
Appendix 3: EDGE by Mitacs Training Overview and Assessment	57
Appendix 4: Asynchronous vs. Synchronous Learning	60
Appendix 5: Co-Curricular Badging across Canada	62
Appendix 6: Co-Curricular Records Across Canada	65
Appendix 7: Skills Categories Scatter Plot	68
Appendix 8: Experiential Learning	69
Appendix 9: Universal Design for Learning Online	72
Appendix 10: Tri-Mentoring Programs Across Canada	74
Appendix 11: Co-Curricular Volunteering	79
Appendix 12: Engaging Students in Co-Curricular Programming	81
Bibliography	83



## 1.0 Executive summary

To date, the Yeates School of Graduate Studies (YSGS) has not reviewed online, co-curricular student engagement provided to graduate students across the university. The need for assessment and recommendations for improvement have been catalyzed by the COVID-19 pandemic.

Through data gathered within YSGS at Ryerson, there were a number of areas highlighted that could be enhanced or modified to meet the needs of students with remote learning and engagement. The key challenges identified due to remote learning include:

- Lack of technology
- Lack of privacy
- Lack of materials
- Lack of accommodations
- Lack of community
- Lack of accessibility
- Lack of mental health resources
- Students Struggling to Find Jobs During the Pandemic
- Students Struggling to Find and Work with Supervisors
- Lack of Childcare

These concerns were raised through internal research at Ryerson, interviews and attending workshops. The main recommendations identified to address the concerns and needs of graduate students aim to create greater accessibility and equity. These suggestions as well, could be a viable way to facilitate co-curricular programming online beyond remote learning or a complimentary way for students to access information. The recommendations identified include:

- The integration of synchronous and asynchronous facilitation of workshops. This would include pre-recorded and live co-curricular workshops to address the needs of students who do not always have the opportunity to participate in real time.
- Centralizing the workshop registration process and website. Currently workshop registration is department based and centralizing information would create greater ease for students to find and participate in workshops. This process would not be feasible; alternatively, a calendar for Future Smart and YSGS-related workshops could be implemented.
- The inclusion of badging could be implemented for co-curricular workshops and represent the skills that students have gained through participation in extracurricular professional development.
- Integrating experiential learning into online workshops which uses diverse learning opportunities to both address students in multiple learning needs and foster a positive transition to the professional workforce. Experiential learning uses teaching and learning strategies such as problem-based learning, case-based learning, project-based learning and inquiry-based learning which can be applied to online co-curricular activities.

- Microcredentials could be integrated into co-curricular programming; they certify that the student has mastered a skill through workshops or activities and are a good way to demonstrate skills to potential employers.

The recommendations also include the introduction of new workshops that are currently not offered to graduate students to further address the needs related to remote learning, this included:

- Mental health and wellness during the pandemic
- Working and networking during the pandemic
- Making the most out of the pandemic
- Working with supervisors workshop
- Connecting with other graduate students

As well, there were a number of accessibility recommendations identified through an external and internal data gathering process which included:

- Integrating universal design for learning online. Universal design is a teaching and delivery style that considers the needs of students by building an inclusive learning environment.
- Introduction of closed captioning in video conferencing for students who have accessibility requirements.
- Inclusion of an accessibility request option; students have the opportunity to request additional support in their participation of co-curricular programming.
- Accessibility training should be mandatory for facilitators running workshops to ensure the students experience is accessible and equitable.

Lastly, there were a number of surveys recommended for YSGS to implement in order to improve the accessibility and experience of students. These surveys included:

- The integration of a workshop feedback survey to be implemented after the workshop to improve future co-curricular workshop delivery.
- A graduate technology access and learning environment survey to gather data regarding the technological accessibility of graduate students prior to the co-curricular workshop programming. This survey would highlight the needs of students who are struggling with access to technology and spaces in order to successfully participate in the workshop.
- An online extracurricular and co-curricular student engagement survey aimed at gathering data to better understand how graduate students engage in online, co-curricular programming and workshops.

Overall, a number of recommendations were identified to meet concerns raised by remote learning. These recommendations ultimately aim to improve the graduate learning experience and to create greater accessibility and equity with regards to co-curricular learning and extracurricular programming online.

## **2.0 Context and Purpose**

The COVID-19 pandemic required that Ryerson University close access to campus in March of 2020. This closure included all buildings, in person attendance for all courses, workshops and in-person programming. Any in-person programming and courses at Ryerson transitioned to alternative delivery modes. Online delivery was the primary response to the need for off-campus academic and extracurricular activities (“Ryerson classes to move online in response to COVID-19”, 2020). Delivery of content online will continue indefinitely at Ryerson University until such time that it is deemed safe to resume in-person programming. At the time of writing, programming will remain primarily online for the 2020-21 academic year.

The purpose of the project described in this report was to conduct an external and internal scan to better understand evidence-informed tools and strategies demonstrated to successfully engage graduate students in online co-curricular programming at YSGS. The rapid transition from in-person to online co-curricular programming due to the COVID-19 pandemic has greatly changed how these materials are delivered to graduate students. The needs of graduate students have evolved with the transition into online delivery. Online co-curricular programming has introduced various challenges for students, program facilitators and YSGS staff who develop and deliver this content. YSGS aims to understand and address how best to engage and support students while also creating an environment that is accessible, inclusive, equitable and diverse. Student engagement is defined as students who actively invest in their learning; they internalize the materials they learn and then apply it to other aspects of their lives (academic and non-academic career paths for example) (Newmann, 1993, p.2).

Moving forward, Ryerson University has the opportunity to continue offering online graduate student programming beyond its current mandatory online delivery. Ryerson is primarily a commuter school, with 54% of its student population taking local transit to get to school, 23% taking regional transit, 16% walking or biking, 5% driving and 2% taking a rideshare service (“Ryerson Transportation”, 2018). Online delivery could be a complimentary avenue to deliver co-curricular programming to graduate students in the future. This research project aimed to understand best practices for the delivery of online content, foster the engagement of graduate students and to explore the potential of the continuation of online delivery in future programming.

## **3.0 Background and Mandate**

The Yeates School of Graduate Studies supports over 55 master’s and PhD programs (“Yeates School of Graduate Studies”, n.d.). There are over 2,346 master’s students and 540 doctoral students at Ryerson as of May 2020 (“Ryerson Student Enrolment Overview”, n.d.). Through YSGS, Ryerson’s graduate student engagement program is an opportunity for master’s and PhD students to expand and gain academic and professional skills. The extracurricular programs offered through Ryerson’s graduate student engagement include:

- 3MT Competition
- Future Smart: Essential Professional Development Skills Program
- GRADCafé
- Webinars for Grad Students
- GRADTalks
- GRAD Contests
- Graduate Leadership Institute
- Special Events

The areas of professional competencies facilitated through these events, workshops and programs aim to facilitate, fall under five professional categories:

<b>Career Skills</b>	<b>Communication &amp; Personal Effectiveness</b>	<b>Leadership &amp; Social Innovation</b>	<b>Research &amp; Information Management</b>	<b>Teaching &amp; Presenting Skills</b>
<ul style="list-style-type: none"> <li>● Networking</li> <li>● Business etiquette</li> <li>● Converting your CV into a Resume</li> <li>● Work-search</li> <li>● Interview skills</li> <li>● Resume writing</li> </ul>	<ul style="list-style-type: none"> <li>● Oral &amp; written communications</li> <li>● Interpersonal skills</li> <li>● Listening</li> <li>● Assertiveness</li> <li>● Influence</li> <li>● Persuasion</li> <li>● Empathy</li> <li>● Diplomacy</li> <li>● Non-verbal communication</li> <li>● Personal effectiveness</li> <li>● Self awareness</li> <li>● Self-reflection</li> <li>● Setting goals</li> <li>● Personal-well being</li> <li>● Financial well-being</li> </ul>	<ul style="list-style-type: none"> <li>● Shared vision</li> <li>● Emotional Intelligence</li> <li>● Managing Change</li> <li>● Handling conflict</li> <li>● Negotiation</li> <li>● Leadership styles &amp; skills</li> <li>● Resilience</li> <li>● Strengths</li> <li>● Motivation</li> <li>● Personal values</li> <li>● Life purpose</li> <li>● Leading self</li> </ul>	<ul style="list-style-type: none"> <li>● Research</li> <li>● Organizational skills</li> <li>● Project management skills</li> <li>● Managing the environment in which research is being done for seeking, understanding &amp; adapting knowledge</li> <li>● Intellectual property issues</li> <li>● Ethics</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom teaching</li> <li>● Planning effective tutorials</li> <li>● Group facilitation</li> <li>● Explain complex concepts related to a discipline</li> <li>● Skills to provide clear &amp; explicit instructions</li> <li>● Facilitating others understanding &amp; learning</li> </ul>

Figure 1. Future Smart: Essential Professional Skills for Graduate Students

Co-curricular programming provides graduate students the opportunity to develop a professional skill set, connect with other students, and network. Co-curricular programming complements graduate degrees and provides the opportunity to learn transferable skills for the workforce. This type of programming permits students to improve their skills for either an academic or non-academic future. Comprehensive data gathering specific to Co-curricular programming is important because it has the potential to inform and enhance YSGS co-curricular programming to better guide the program



planners, facilitators and leaders in the development of effective and inclusive online co-curricular offerings, and to assist students in their learning and overall engagement in their graduate program experience. This research also focused on enhancing an understanding of how students engage with co-curricular materials and the ways they benefit from this participation. Although research is available specific to online curricular materials and delivery of co-curricular programming developed for undergraduate students, there is a gap in research surrounding online co-curricular content specifically for graduate students.

The objective of this research was to generate relevant evidence-informed information relating to online student engagement tools and strategies for graduate students that can be applied within the context of Ryerson University. As well, to gather information and approaches from other graduate and post-secondary institutions across Canada and Europe to inform Ryerson's operational approach to online graduate student engagement. This information gathering was conducted through:

- A critical review of the Graduate Professional Development Network (GPDN) ("Canadian Association for Graduate Studies", n.d.) research to explore what co-curricular student engagement initiatives exist across Canada - and of those which would be feasible, at face value, to adopt at YSGS.
- An internal contextual scan to assess the feasibility of implementing those YSGS is interested in from the network (this scan was conducted through interviews with faculty members involved with graduate students) and through scholarly literature with this focus.
- An external scan of international online student engagement initiatives to add to the national database for online student engagement initiatives.

The outcome of this data gathering process is the current comprehensive report that includes the data and analysis of the data in response to the question: *what are the most effective, international and national, evidence informed, non-curricular, online student engagement initiatives for graduate students?*

## **4.0 Approach**

At the beginning of June 2020, a research assistant was hired to assess graduate online student engagement at YSGS at Ryerson University. This assessment was initiated in response to the COVID-19 pandemic which prompted the need for an informed and rapid shift from in-person graduate student engagement to online programming. Prior to the online transition, most co-curricular programs offered by YSGS were in-person workshops, groups and one-on-one meetings. The data and information collected from this research informs and offers recommendations to YSGS about how it can enhance its current online programs. This research was conducted through an internal and external scan, interviews, and a review of the current workshops offered online. The data also serve to inform decisions regarding whether specific co-curricular programs can, or should, continue to be offered online after the university reopens.

## 5.0 Key Issues

Due to the COVID-19 pandemic universities across Canada are facing similar issues with regard to online program delivery. Many graduate students are struggling with online learning and engaging with co-curricular content as a result of the pandemic.

There are various barriers to online learning including those noted below. These barriers, noted below, were cited in the *Ryerson's Centre for Excellence in Learning and Teaching* workshop entitled 'Building an inclusive online learning environment using principles of Universal Design for Learning (UDL)' (Cullen, Savicevic & Schwartz, 2020):

- Lack of Technology: No webcam, no computer, unstable internet connection etc.
- Lack of Privacy: No quiet, distraction-free spaces.
- Lack of Materials: Students cannot physically access materials and resources to participate in co-curricular programming.
- Lack of Accommodations: Students who were not struggling pre-COVID-19 may now require additional support.

As well, through research and interviews, this highlighted some other key problems:

- Lack of Community: Graduate students are not able to congregate and meet in-person, contributing to a lack of community and connection to peers. Isolation and feelings of loneliness affect many students ("Graduate Leadership Institute", 2020).
- Lack of Accessibility: Students who already required Ryerson's Academic Accommodation Support (AAS) may require additional support. As well, because of the pandemic, some students who were not affected before are now in need of academic accommodation ("Academic Accommodation Support", 2020).
- Lack of Mental Health Resources: Students who were struggling previously and students who now have additional mental health barriers due to the pandemic require additional support and resources ("Academic Accommodation Support", 2020).
- Students Struggling to Find Jobs During the Pandemic: Finding a job after graduation is a challenge for many, and during the pandemic, there are fewer jobs available. This includes on-campus and off-campus jobs for students who are currently studying and those who have recently graduated ("Career Centre", 2020).
- Students Struggling to Find and Work with Supervisors: There are additional challenges for students trying to meet, coordinate and work with supervisors remotely during this time ("Centre for Excellence in Learning and Teaching", 2020).
- Lack of Childcare: Students who are also parents no longer have childcare and may now struggle to attend courses or extracurricular programming because of parenting duties ("Graduate Leadership Institute", 2020).

## 6.0 Internal Scan

### Current State at Ryerson

In March 2020, Ryerson University, stopped offering in-person courses, programs, workshops and events. All in-person programming will be held online until the university is deemed safe to reopen. In the meantime, graduate program delivery is online including co-curricular graduate student programs. The co-curricular graduate programs and supports currently offered online include:

### 6.1 Student Engagement

YSGS offers graduate students with professional development opportunities outside the classroom. Student engagement allows students to get involved and engaged with their community and peers. Student engagement is an umbrella which includes programs such as Future Smart, the Graduate Leadership Institute, and webinars for grad students. Since students are no longer on campus, all student engagement programming is offered online.

### 6.2 Future Smart

*Future Smart* is a program offered by the Yeates School of Graduate studies which provides graduate students with essential professional skills development. The skills/competencies targeted in this program help students with their career search, post-university transition, and future career success for both academic and non-academic career paths (“Ryerson Future Smart”, n.d.). Future Smart is a free program for Ryerson graduate students and upon completion, a notation is made on student transcripts and a certificate of completion is issued.

The programs currently offered online through Future Smart are primarily facilitated by on-campus partners with YSGS, and some external bodies including the following: Ryerson Career and Co-op Centre, Centre for Excellence in Learning and Teaching (CELT), MITACS etc.

### 6.3 Ryerson Career and Co-op Centre

*The Ryerson Career and Co-op Centre* supports graduate students in the development of their professional skills for the application of academic and non-academic career paths (“Graduate Career Education”, n.d.). The Career Centre facilitates transferable academic skills, encourages experiential learning, and teaching motivation and resilience in career planning.

Some programs offered online by the Career and Co-op Centre include:

- Job Search and Networking - Webinar for Grad Students
- Ace the Virtual Interview - Webinar for Grad Students

- 1-1 appointments with career education specialists

## **6.4 Centre for Excellence in Learning and Teaching (CELT)**

*The Centre for Excellence in Learning and Teaching (CELT)* is a centre that equips professors, teaching assistants (TAs) and graduate assistants (GAs) with the tools to collaboratively approach teaching. The pedagogy that CELT teaches aims to enrich the student learning experience.

The current programs offered online by CELT include:

- Deliver online assignments using D2L Brightspace
- Introduction to Teaching with Zoom
- Advanced Teaching Functions in Zoom
- TA/GA Orientation and certification program

## **6.5 Graduate Leadership Institute (GLI)**

*The Graduate Leadership Institute (GLI)* aims to support student development as leaders through various learning opportunities (“Graduate Leadership Institute”, n.d.). The GLI offers workshops as well as one-on-one mentorship sessions.

Some GLI programs offered online include:

- Resilience in Adversity Workshop
- Leadership in Uncertainty Workshop
- Leadership Advising Appointments Online
- Leadership Matters – Video Series

## **6.6 International Student Support**

*International Student Support (ISS)* offers additional support for international students; both graduate and undergraduate. Programs and support such as coaching on the transition to Canada, immigration support, health insurance and working in Canada are offered to students.

Some programs offered online by ISS include:

- Online Immigration Insights: Co-op Work Permit
- Online Immigration Insights: Post Graduation Work Permit
- Express Entry - Canadian Permanent Resident Session
- Graduate Student Coffee Break: Q+A with Graduate Student Support

## 6.7 Edge by Mitacs Training

*Edge by Mitacs Training* provides professional skills development through online courses for both graduate and postdoctoral students (“Mitacs Training”, n.d.). The skills facilitated by the program aim to compliment curricular and hands-on skills. MITACS has always had options for both offline and online learning (see *Appendix 3* for an in-depth description of the programs offered by Mitacs).

Programs offered online by Mitacs Edge include:

- Communicating your Research
- Cross Cultural Team Communications
- Managing Project Timelines
- Practical Tips for Growing your Online Network
- Time Management
- Writing Effective Emails
- Writing Strategic Business Reports

## 6.8 Graduate Learning Support (SLS)

*Student Learning Support (SLS)* is a department that addresses the needs of students with support which focuses on academic skills. The workshops and support offered for graduate students by SLS focus on academic writing and dissertation development.

Programs offered online by SLS online programs include:

- 1-1 Online Appointments
- Virtual Graduate Write-a-thon
- Dissertation Coach Consulting
- Graduate writing groups

## 6.9 Overall Findings

A number of co-curricular student engagement programs, events and conferences, inclusive of the Grad Cafe and the Three Minute Thesis Competition (3MT), were cancelled in the spring of 2020 due to the pandemic. The format outlined below for student enrolment and participation below was utilized as programs transitioned into online learning:

1. Co-curricular event registration process happens over Google Forms or Eventbrite. Students can find event options through the Future Smart website, the Student Engagement website, GRAD Central, GRAD News, YSGS social media, emails from PAs or through the specific co-curricular office (such as the Career Centre).
2. Students are emailed with the event registration information; this message usually includes the Zoom link. The email outlines if the students need to download or prepare anything in advance.

3. When it is time for the event, students follow the Zoom link which takes them to an external window; either on their browser or the Zoom app.
4. The Zoom webinars are facilitated by speakers where they have the opportunity to engage with students via video and audio and as well, the chat box, breakout rooms, closed captioning, a digital white board, polls and screen sharing.
5. The co-curricular programs usually run anywhere from one to two hours over Zoom.

Evaluating this process allows YSGS to better understand how students engage and participate in this system in order to access co-curricular programs.

## **6.10 Internal Scan Summary**

The *Internal Scan* assessed the co-curricular programs currently offered at Ryerson. The previous section described each program/department and what is currently offered online. There were some programs offered online pre-covid as well as programs that were transitioned to online delivery. In sum, there were a number of programs postponed or canceled such as GRADCafé and the Three Minute Thesis Competition, however, the majority of programs delivered online are now facilitated over Google Hangouts or Zoom.

## **7.0 External Scan**

### **Scan of Universities Across Canada and Europe**

A sector scan of universities across Canada as well as Europe revealed the differences in programming and the delivery of co-curricular materials. An extensive review of external university websites primarily informed this sector scan. The scan revealed that universities across Canada and Europe utilize varying processes and program options (program descriptions are outlined in *Appendix 1*).

### **7.1 Asynchronous versus Synchronous Learning**

*Synchronous learning* is a workshop style that happens in real time. The students and facilitator communicate and participate in discussions over live video. The most common type of workshops offered at universities across Canada are facilitated using (“Synchronous and Asynchronous Online Learning”, 2020):

1. Zoom or Google Hangouts.
2. Livestream

Zoom is the most common form of synchronous learning because it is straight-forward, easy to use and accessible (Hogel, 2020). Students have the ability to access the workshop from their laptop, phone or tablet as well as call-in with a mobile device if they do not have access to a computer, the internet or a reliable internet connection.

*Asynchronous learning* consists of pre-recorded or pre-created content. Students work through the materials on their own time and on their own schedule. It can include readings, videos or recorded workshops. The external scan revealed that the most common type of asynchronous workshops offered at universities across Canada include (“Synchronous and Asynchronous Online Learning”, 2020):

1. Massive Open Online Courses (MOOCs)
2. LinkedIn Learning
3. Mitacs

*MOOCs* are free courses offered online and are the most common among European post-secondary institutions (“Massive Open Online Courses”, 2020). There are specific courses offered by each university that are freely available to students who are enrolled. These courses are available 24/7 and students complete them on their own schedule and timeline.

*LinkedIn Learning* is an online learning software that many universities offer as part of their education (“Ontario Gov’t expands LinkedIn Learning”, 2018). It is a software that includes short to long courses and support materials in the areas of creativity, business and technology. These skill development modules and courses are aimed at developing professional toolkit for students and other individuals who pay for a subscription to their service. There are over 5000 different courses available and students can complete them on their own schedule (“LinkedIn Learning Overview”, 2019).

*Edge by Mitacs Training* (see section 6.7) is an online learning platform that offers asynchronous courses (“Edge by Mitacs Training”, n.d.). It is offered in partnership with Canadian universities to graduate students as part of their education (see *Appendix 3* for more information about Mitacs Edge and its course offerings).

## **7.2 Co-Curricular Program Variety**

There is a high level of diversity across Canada and Europe in terms of the co-curricular programs offered online. Each university uses a unique crediting system, badging system, and what they consider as part of a co-curricular credit (for example, volunteering can count towards a credit at some universities).

Multiple co-curricular courses are offered by each university; variety is appealing to graduate students since it allows them the opportunity to focus on their area of interest (see *Appendix 1* and *Appendix 5*). Not every school offers the same extracurricular programs, but the courses usually touch on four themes:

- Career Building Skills
- Research Skills
- Teaching Skills
- Communication and Personal Development

(see *Appendix 6* for a scatterplot of the skills categories of Programs offered across Canada)

### **7.3 Badging**

*Badging* is a digital symbol that represents students' skills and competencies. Badging has become increasingly popular with employers as a means to assess whether or not the individual is the right fit for the job. There are universities across Canada that offer co-curricular badging such as the University of Alberta, McMaster University, OCADU, Waterloo, Western and York (see *Appendix 5*).

### **7.4 External Scan Summary**

The *External Scan* of Canadian Universities explored the learning styles and delivery modes most commonly used at universities across Canada and Europe. The delivery and diversity of programs offered included asynchronous and synchronous learning, the co-curricular program variety (the focus of the skills areas) and badging.

## **8.0 Literature Review**

A literature review was conducted to survey the current information available in relation to online co-curricular graduate programming. The predominant themes noted across academic sources specific to the theme of 'online co-curricular graduate student engagement' included, online student engagement, co-curricular transcript, engaging students in online learning and integrating co-curricular activities to enhance student outcomes.

### **8.1 Online Student Engagement**

Online student engagement was a predominant theme throughout the literature review. Dixon (2015) recommended that three key areas be included in the delivery of online content to students to increase student engagement:

1. Online instruction must integrate social interactions – Students must have ample opportunities to interact with their peers and the instructor; online this could be done through breakout rooms for example.
2. Online learning must be cooperative/collaborative and engage active learning - This can be achieved through collaborative activities, group discussions and other opportunities for student to student interactions.
3. There must be a strong presence - The instructor or the facilitator need to be actively involved with the students; instructor engagement allows students to feel comfortable and connected to each other and the facilitator.

Dixon (2015) notes that the efficacy of these techniques has been proven effective in engaging students online. YSGS may wish to consider the implementation of these techniques in their online co-curricular programming.



## 8.2 Extracurricular Project-Based Experiential Learning

The integration of extracurricular, project and other experiential learning strategies have a positive impact on the engagement of students. Experiential learning is “the strategic, active engagement of students in opportunities to learn through doing, and reflection on those activities, which empowers them to apply their theoretical knowledge to practical endeavours in a multitude of settings inside and outside of the classroom” (“Experiential Learning”, 2015). Utilizing a peer-environment in experiential project-based learning improves curricular student outcomes (Dukart, 2017). The integration of this learning model outside of the classroom increases cognitive skills, communication skills and leadership abilities. Experiential learning in co-curricular programming also emphasizes learning by doing which helps to solidify students’ skills and their retention. Participating in co-curricular programming also indicated that students were more likely to be successful in school and group work because they were better equipped with skills such as leadership.

**Of note:** YSGS has developed a comprehensive Experiential Learning Repository for graduate faculty to use as a resource for graduate faculty members who are interested in developing and/or expanding the integration of diverse experiential learning components within their graduate courses/programs.

## 8.3 Co-Curricular Transcript

The co-curricular transcript (CCT) is reported to have a positive impact on students, faculty and employers (Dura, 2016). The CCT is proposed to be an effective way to address student skills outside of the classroom. A CCT is an opportunity for students to represent their skills and experiences effectively to potential employers (Dura, 2016). The University of Oregon (*see Appendix 12*) outlined three ways that universities could improve their CCT and student engagement through three learning domains: think, engage, thrive.

- Think – Involves thinking and reasoning effectively, effective reasoning and problem-solving, connecting knowledge and ideas and reflective thinking.
- Engage – Involves engaging others and the community, leadership and civic engagement, social engagement and responsibility to others.
- Thrive – Involves thriving personal and professionally, personal development, professional success, health and wellbeing and intercultural and interpersonal knowledge and skills.

If these three learning areas can be integrated into the universities co-curricular transcript, it would increase student learning and outcomes (Dura, 2016).

## 8.4 Engaging Graduate Students in Online Learning

Lohman (2018) proposes that engaging students in online learning should address diverse learning needs and that these needs can be addressed through universal design for learning (UDL) Lohman further suggests three learning networks that can be integrated to improve online learning through UDL:

- Recognition Network – This involves the experience of learning and how the students acquire the materials.
- Strategic Network – The strategic network includes the ways in which students demonstrate their knowledge about course content.
- Affective Network – The affective network is related to student motivation and engagement with the course content and controls learners’ emotional responses to the topic and to the learning itself.

The integration of these networks can enhance student engagement, especially in online learning through addressing diverse student needs, versus traditional teaching which only engages a few learning styles and needs (Lohmann, 2018).

## 8.5 Integrating Co-Curricular Activities to Enhance Student Outcomes

The integration of co-curricular activities enhances and increases student engagement in and outside the classroom (Miller, 2016). Miller further suggests practices that, in addition to curricular materials, are a part of effective educational practices:

- Quality of teaching received
- Influential interactions with other students in non-course-related activities
- A supportive campus environment

Skills can also be developed through active and cooperative learning models which can be implemented through extracurricular and co-curricular activities (Miller, 2016). Skills can be integrated through these learning models:

Active Learning	Cooperative Learning
<p><u>Involves experiences that engage students in:</u></p> <ul style="list-style-type: none"> <li>● Inquiry</li> <li>● Action</li> <li>● Imagination</li> <li>● Invention</li> <li>● Interaction</li> <li>● Hypothesizing</li> <li>● Personal reflection</li> </ul> <p>(p. 395)</p>	<ul style="list-style-type: none"> <li>● Cooperative learning puts the instructional emphasis on group activities and course related interactions among peers.</li> <li>● It is structured and facilitated by the instructor and typically involves 3-6 students working on a common assignment.</li> <li>● <u>Some examples of cooperative learning are:</u> <ul style="list-style-type: none"> <li>○ The jigsaw technique</li> <li>○ Group problem solving exercises</li> <li>○ Discussion groups</li> <li>○ Peer review assignments</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Think pair share</li> </ul> <p>(p. 396)</p>
<p><u>Some active learning exercises are:</u></p> <ul style="list-style-type: none"> <li>● Debate</li> <li>● Case studies</li> <li>● Role-playing</li> <li>● Cooperative learning</li> <li>● Simulations</li> <li>● Games</li> <li>● Labs</li> </ul> <p>(p. 395)</p>	<p><u>A typical survey item for measuring cooperative learning would ask about interactions such as:</u></p> <ul style="list-style-type: none"> <li>● Having peers proofread a paper or assignment</li> <li>● Attempting to explain course material to another student or friend.</li> </ul> <p>(p. 396)</p>

Figure 2: Active and Cooperative Learning (Miller, 2016)

## 8.6 Literature Review Summary

The *Literature Review* identified multiple sources outlining the areas of student engagement in co-curricular programming for graduate students that could be applied to online learning. The first section identified that, to be successful, online learning must integrate social interactions between peers and the instructor, it must have an element of collaborative and active learning and there must be a strong instructor presence. The second section outlined experiential learning in project-based activities which could improve student learning through activities such as ‘learning by doing’. The third section addresses the co-curricular transcript and how it could positively impact students by allowing them to represent their skills to employers from their experiences outside the classroom. The fourth section investigates how students can be optimally engaged through models such as the recognition network, strategic network and the affective network. The last section addresses how co-curricular activities could increase student learning through the integration of active and cooperative learning.

## 9.0 Recommendations

This research compiled information from internal and external scans (*section 6 and 7*), and interviews with departments such as CELT, the Library Research Guide, and the teaching award recipients. As well, literature reviews and research to point towards the biggest challenges graduate students face in regard to co-curricular programming. The key issues outlined in section 5.0 highlighted the most pressing issues; lack of technology, privacy, materials, accommodations, community, accessibility, and mental health resources. As well as students struggling to find a job during the pandemic, students struggling to work with supervisors and a lack of childcare.

The following recommendations are proposed to create greater accessibility and equitable opportunities for graduate students to participate in online co-curricular programming.

## 9.1 Synchronous versus Asynchronous Material

*Synchronous* and *Asynchronous* facilitation as outlined in the sector scan (*section 7.1*), offer students the opportunity to access information through various learning paths. Pre-recorded and live co-curricular workshops would allow greater accessibility and inclusivity since students do not all have the same opportunity to access workshops in real time due to schedule conflicts, different time zones etc. (*Please refer to Appendix 4 for an outline of the pros and cons of each delivery style*).

Currently, YSGSs' Future Smart and the Student Engagement Program focus on synchronous delivery (besides the secondary option for LinkedIn Learning and Edge by Mitacs). This combination of synchronous and asynchronous delivery could be offered in various ways such as recording the zoom workshops and offering the link to students to view after the fact and the design of courses that are specifically for asynchronous consumption or credits. The evaluation process of synchronous and asynchronous learning and delivery is important because it would provide evidence of the efficacy of the delivery of each method.

CELT has options to attend live workshops and sessions as well as a series of recorded zoom workshops, slideshows, tools and tutorials. This model is effective in communicating information to people and allowing them to access the materials either during a live workshop and afterwards (<https://bit.ly/2BVyPDs>). YSGS could adopt a similar model for those students interested in Synchronous and Asynchronous learning and materials.

However, taking attendance and proving completion of online workshops is proving to be problematic. A workable solution needs to be found ex. a short quiz to demonstrate completion of the workshop and to represent competencies learned.

## 9.2 Displaying Events - Adding a Calendar to the Website

Adding a calendar or a webpage that hosts and displays all the events offered by YSGS and its affiliates would allow graduate students to better access workshops. Currently, students find workshops through each separate department page; such as finding a workshop on the student engagement page, on the Future Smart website and other sites. The events offered to graduate students could be centralized similar to ConnectRU (<https://connectru.ryerson.ca/events>). ConnectRU is a website that displays the current programs, workshops and events available to undergraduate students at Ryerson. The events can be filtered and viewed through the various organizations and bodies that offer them as categories and themes. The event registration is through the ConnectRU website centralizing the entire process. YSGS would benefit from a centralized event registration page.

## 9.3 Badging

*Badging* could be implemented for co-curricular workshops and represent skills that students have gained through participation in extracurricular professional development.

Badging can demonstrate to employers the level and diversity of graduate students' experience and skills. As well, badging can be a motivator and incentive for students to participate in these workshops because there is a reward (Freifeld, 2017). This allows students to visualize and see their skills growth and display their accomplishments online. YSGS is currently discussing the implementation of a badging program with CELT.

## 9.4 Experiential Learning

*Experiential Learning* has become an increasingly popular way to engage with students. The need for experiential learning online has become imperative in order to optimize the learning experience and allow students to apply their skills and knowledge to various problems and scenarios (“Experiential Learning”, 2015). Simon Fraser University describes experiential learning as “the strategic, active engagement of students in opportunity to learn through doing, and reflection on those activities, which empowers them to apply their theoretical knowledge to practical endeavours in a multitude of settings inside and outside the classroom” (“Experiential Learning”, 2015).

Experiential Learning is possible with online learning because its method is “supported by reflection, critical analysis and synthesis” (Bates, 2014). The experiences for students must be structured, utilize active engagement, ensure that the learning is personal, and allow them the opportunity to explore personal values as well as the facilitator having an awareness of their own biases. This structured learning style increases engagement among students. The learning approaches for experiential learning include:

- Problem-Based Learning
- Case-Based Learning
- Project-Based Learning
- Inquiry-Based Learning

These approaches diversify the learning experience and appeal to students multiple learning styles (see *Appendix 7* for a description of each learning methodology).

As previously noted, YSGS has developed a comprehensive Experiential Learning Repository for graduate faculty to use as a resource for graduate faculty members who are interested in developing and/or expanding the integration of diverse experiential learning components within their graduate courses/programs.

## 9.5 Microcredentials

Microcredentials are a certification that represents the student's achievements (“Algonquin College Microcredentials”, n.d.). Microcredentials certify that the student has mastered a skill through workshops or activities. These microcredentials can be offered online to students as a way for them to gain skills and represent their competencies to employers. YSGS could adopt and partner with a platform such as OERU as a low-cost low-risk way to offer online microcredential courses to graduate students (Smith & Piri, n.d.).

## **9.6 Recommendations Summary**

Recommendations regarding options that can be integrated into the existing YSGS co-curricular programming include:

- The integration of synchronous and asynchronous learning into programming to address a wider variety of student needs.
- Universalized and simplified YSGS event pages through the creation of a single platform for students to sign up for workshops similar to the ConnectRU website.
- The integration of badging to allow students to display their co-curricular accomplishments and skills to potential employers. Or perhaps a program similar to Ryerson's Level-Up program for undergraduates.
- Integration of experiential learning to enhance student engagement through the integration of learning models
- Microcredentials as an avenue for students to develop both an expanded skill set and to represent their knowledge to employers
- Volunteering and mentoring could be added as a new category to Future Smart for Winter 2021.

## **10.0 Workshop Recommendations**

### **10.1 Mental Health and Wellness During the Pandemic**

*Offered in Collaboration with the Centre for Student Development and Counselling*

Students who were not struggling with mental health before the pandemic may now face challenges alongside those students who already required support. Creating a workshop that addresses mental health as well as mental health and well-being during a pandemic is paramount. This workshop could be offered in partnership with the *Centre for Student Development and Counselling* (CSDC). Students require mental health support, and this can be done through giving them the tools and strategies to manage their mental well-being and stresses.

### **10.2 Working and Networking during the Pandemic**

*Offered in Collaboration with the Career Centre*

Students are concerned with planning ahead and how to create and network during this time. Addressing these concerns through a workshop in partnership with the RCC would be beneficial to equip students with the tools and skills of how to professionally connect during this time. The Career Centre has offered workshops such as 'How to Find a Job During the Pandemic', 'Career Well-being,' and 'Virtual Interviews: How to Make a Great Impression'. Workshops similar to these would benefit graduate students struggling to develop their skills and network during this time. They could be geared specifically towards graduate students interested in learning more about academic and non-academic career paths.

### **10.3 Making the Most out of the Pandemic**

*Offered in Collaboration with the Graduate Leadership Institute or the Career Centre*

Relationship-building during this time has additional barriers because networking must happen remotely. As well, it is important to reflect on what graduate students are currently learning and how this will help them in their future careers (Gallagher, 2020). The CELT recommended that YSGS facilitate a workshop focused on “making the most out of the pandemic.” This workshop could be offered in partnership with the *Graduate Leadership Institute* or the *RCCC*. This workshop would focus on how to network remotely as well as the skills gained during the adversities facing students during this time.

### **10.4 Working with Supervisors**

*Offered in Collaboration with the Graduate Students Union or Ryerson Graduate Studies and YSGS*

Working with supervisors can be stressful for students, now there are additional challenges to coordinate and communicate with supervisors. In an interview with *The Centre for Excellence in Learning and Teaching*, the education developers recommended the inclusion of a workshop that would address supervisory needs. In many instances, students must select and find their own supervisors; this process greatly affects the graduate student experience and career path (“Graduate Supervision Guidelines Ryerson”, 2018).

This workshop would focus on supporting graduate students through their supervisory relationship. It would give students tips on how to select supervisors, navigate the relationship, and how to work with them. Tips could also cover email and phone etiquette, how to interpret tone and general communication.

Peer mentorship could also be valuable as part of this workshop; this would provide students with a peer whom they could ask questions and who has already been through this process (i.e. partnering first year students with second year students).

The YSGS tri-mentoring pilot program is another resource for students seeking mentorship and expanded connections with interdisciplinary graduate student colleagues.

### **10.5 Connecting with other Graduate Students**

*Offered in Collaboration with Ryerson Graduate Studies Programs and YSGS*

Graduate students are struggling to connect with their peers remotely and online. Creating and offering a space to students where they could connect with their peers based on interests would be beneficial to their well-being. For example, students could meet over Zoom on a regular schedule, and this would create a sense of community while they continue to work remotely. Reinforcing networking and meeting with peers improves

student engagement and the graduate-school experience. This program/workshop could be facilitated in collaboration with YSGS and graduate programs.

## **10.6 Workshop Recommendations Summary**

The *Workshop Recommendations* section outlined potential ways for YSGS to include, integrate, expand or enhance their current programming. The first workshop outlined (page 19) would address graduate students' mental health during the pandemic. The second workshop described would support students in finding a job and networking during a pandemic. The third workshop detailed would address making the most out of a pandemic both academically and personally. The fourth workshop illustrated a way in which YSGS could address student needs while they are attempting to work with supervisors remotely (this option could continue in the future as well when learning is back in person; the programming would shift to address this). The last workshop described would allow students to socialize with their peers remotely and address the need for remote social programming. YSGS could integrate one or all of these workshops to address the diverse needs of graduate students.

## **11.0 Accessibility Recommendations**

### **11.1 Universal Design for Learning Online**

*Universal Design for Learning* (UDL) online is a teaching and delivery style that considers the needs of students by building an inclusive learning environment (Morin, 2020). The principles of universal design for learning are to remove barriers and allow students to equally access opportunities as well as offer flexibility that is adaptable to meet the strengths and needs of students. The three principles of UDL utilize representation, action and expression, and engagement.

1. Representation ensures that information is offered in more than one format; visual, audible, text-based etc.
2. Action and Expression allows students to interact with the material they've learned in more than one way and demonstrate what they've learned; representing their knowledge through oral delivery, visually, written etc.
3. Engagement encourages instructors and facilitators to motivate students in multiple ways: through open communication with students and allowing students the flexibility to give input about how the workshop is facilitated and the expectations.

(See *Appendix 8* for more details regarding UDL)

There are four steps to implement UDL online:

1. Design involves presenting the learning outcomes and activities for the workshop as well as considering how the design of the workshop and presentation will impact students.



2. Development involves giving clear directions and choices to students about the direction of the workshop.
3. Delivery establishes a relationship between the facilitator and the participants.
4. Evaluation looks for learner and participation feedback to improve workshops in the future.

Utilizing UDL creates a communicative and inclusive learning environment which aims to meet the diverse learning needs of students. Asking for feedback at the end of the workshop also helps to improve future workshops.

## **11.2 Closed captioning**

Using closed captioning on Zoom/Google Hangouts workshops would allow students who have accessibility requirements or who are English as a Second Language (ESL) students the ability to better understand and participate in workshop discussions. Virtual conferencing applications such as Zoom have closed captioning built-in; closed captioning should be on at all times.

## **11.3 Accessibility Request Option**

When students register for workshops, it is important that they have an opportunity to request additional support in their participation of co-curricular programming. Whether that be a request for closed captioning, an interpreter, for the instructor to speak slowly and clearly etc. The opportunity for students to equitably participate in workshops creates better accessibility across the student body.

This request option could be included in the general registration of the event alongside the other information such as contact information; this information would only be made available to the workshop facilitators and organizers.

## **11.4 Training for Facilitators**

Each facilitator who runs workshop or programming should be certified in the following *Ryerson Accessibility and Inclusion* certificates:

- Accessibility Training for Employees at Ryerson (AODA)
- Violence and Harassment Training
- Reviewing the 'Flexible learning and academic accommodation in online instruction' workshop

As well as facilitators and instructors taking the time to review:

- Ontario Human Rights Commission - Call it Out: Racism, Racial Discrimination and Human Rights
  - <http://www.ohrc.on.ca/en/learning/elearning/call-it-out>
- Review Ryerson's Anti-Racism resources

- <https://www.ryerson.ca/news-events/news/2020/06/anti-racism-work-begins-with-self-education/>

Reviewing these materials ensures that students will have the greatest level of engagement and everyone can be included in an equitable and inclusive manner. Preparing in advance to the facilitation of a workshop is a critical responsibility of the workshop leaders.

## **11.5 Accessibility Recommendations Summary**

The recommendations outlined several ways YSGS could enhance the accessibility of online co-curricular program development and delivery. The first way that YSGS could create a more accessible co-curricular environment is through the integration of universal design for learning. This learning model addresses the needs of students throughout the teaching/learning process and assumes a cyclical approach to enhance the quality of facilitation. The second way YSGS could enhance online learning for students is through the integration of closed captioning on remote learning content (via Zoom or Google Hangouts). The third suggestion to enhance accessibility would be through a request form sent out by instructors to students to understand their learning needs and situation. The fourth suggestion for integration would be professional development support for facilitators both on and off campus learning (both remote). Together, these recommendations would serve to enhance student accessibility and engagement experiences.

## **12.0 Survey Recommendations**

YSGS would conduct some surveys to gather information.

### **12.1 Workshop Feedback Survey**

This survey aims to understand how students find, participate and engage with workshops and how YSGS could enhance existing and inform future co-curricular workshop delivery.

The survey would be implemented through YSGS; YSGS would contact the instructor of the workshop and encourage them to email the participants with this survey link. YSGS would then assess the results to improve future workshops and inform instructors on how to best deliver their workshops.

[https://docs.google.com/forms/d/e/1FAIpQLSdEdqMeUzVYRLYH\\_6emBHuUOR614JILji3WM37Zx1TRLi8oEw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdEdqMeUzVYRLYH_6emBHuUOR614JILji3WM37Zx1TRLi8oEw/viewform?usp=sf_link)

### **12.2 Graduate Technology Access and Learning Environment**

This survey aims to understand graduate students' access to technology and the space where they learn and participate in workshops. This survey asks students their current

technological access and how they prefer to connect with other students and the instructor.

This survey would be implemented by YSGS with the instructor of the workshops; the instructor would have participants in their workshop fill out this survey one week prior to the workshop. This information would provide the instructor with how to create a more accessible learning environment if students face technological barriers to participation. YSGS can also use this information to improve accessibility to workshops in the future.

[https://docs.google.com/forms/d/e/1FAIpQLSeBFn-PBI3OYqoAQft0aqmpS48RoVs-tCFH3T3X62IVGz\\_Wig/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeBFn-PBI3OYqoAQft0aqmpS48RoVs-tCFH3T3X62IVGz_Wig/viewform?usp=sf_link)

## **12.3 Online Extracurricular and Co-Curricular Student Engagement Survey**

This survey aims to understand how graduate students engage in online, co-curricular programming and workshops. As well, it aims to improve the current workshop processes, skills offered and facilitation of materials.

This would be implemented through YSGS; YSGS would contact graduate faculties at Ryerson with the request to send out the survey during the late Fall of 2020 in order to gather information and feedback from students regarding how they interact with online co-curricular activities. This information would inform YSGS regarding how to best enhance and expand their online programming for Winter 2021, as well as future online programming, and extracurricular course offerings.

[https://docs.google.com/forms/d/e/1FAIpQLSd-wy1VCWMPLX3u3r62SfOkuR54684C5MV1oiXEteE7I-z8bA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSd-wy1VCWMPLX3u3r62SfOkuR54684C5MV1oiXEteE7I-z8bA/viewform?usp=sf_link)

## **12.4 Survey Recommendations Summary**

The survey recommendations include the integration of a workshop feedback survey, a graduate technology access and learning environment survey and an online extracurricular and co-curricular student engagement survey. These surveys could be implemented throughout the workshop process (depending on the survey; some being prior to the workshop and after) to improve workshop quality and accessibility.

## **13.0 Conclusion**

To conclude, as a consequence of the COVID-19 pandemic, extra/co-curricular workshops, courses and other in-person curricula have been moved to remote, primarily online teaching/learning/professional development. Remote learning and online engagement have presented graduate students with issues that include, but are not restricted to, a lack of access to materials, community and mental health resources, and securing a job. Steps and strategies were presented in this research that have the potential to enhance graduate student engagement and access. These steps/strategies

could be made more effective through the implementation of additional supports, workshops and accessibility processes and supports as outlined in this evidence-informed report and followed by responsive recommendations. As an overview:

- **Sections 1 and 2** provided an executive summary and the context and purpose of this research.
- **Section 3** overviewed the background and mandate of this research. This section included the current extracurricular programs and skills offered by YSGS or graduate departments which offer co-curricular activities to students. As well, the objectives of this research.
- **Section 4** outlined the approach which was how this research was conducted. This research was conducted through an internal and external scan, interviews, and investigating the current workshops offered online.
- **Section 5** addressed the key issues including:
  - Lack of technology
  - Lack of privacy
  - Lack of materials
  - Lack of accommodations
  - Lack of community
  - Lack of accessibility
  - Lack of mental health resources
  - Students Struggling to Find Jobs During the Pandemic
  - Students Struggling to Find and Work with Supervisors
  - Lack of Childcare
- **Section 6** internally scanned the current state at Ryerson including YSGS and other departments at Ryerson that deal with graduate co-curricular programming. It also highlighted how workshops are currently facilitated online and how graduate students access them.
- **Section 7** presented an external scan of universities across Canada and Europe as to how they are currently offering their co-curricular materials to graduate students. The universities across Canada and Europe utilize varying processes and program options which could inform how YSGS could conduct their own programming.
- **Section 8** highlighted literature relevant to this research including online student engagement, extracurricular project-based experiential learning, co-curricular transcript, engaging students in online learning and integrating co-curricular activities to enhance student outcomes. This information informs YSGS as to how they could potentially integrate some of these approaches or learning systems.

- **Section 9** highlighted recommendations to address the needs of students which was identified through this report. This included:
  - The integration of synchronous and asynchronous facilitation
  - Centralizing the workshop registration process and website
  - The inclusion of badging.
  - Integrating experiential learning
  - Including Microcredentials
  
- **Section 10** highlighted workshop recommendations that could better address student needs due to remote learning. This included:
  - A mental health and wellness during the pandemic workshop
  - Working and networking during the pandemic workshop
  - Making the most out of the pandemic workshop
  - Working with supervisors' workshop
  - Connecting with other graduate students' workshop
  
- **Section 11** identified accessibility recommendations which could help to address the needs of students in addition to the recommendations already identified. This included:
  - Integrating universal design for learning online
  - The introduction of closed captioning in video conferencing
  - The inclusion of an accessibility request option
  - Accessibility training for workshop facilitators
  
- **Section 12** identified a number of surveys that could be implemented to improve the graduate student experience. This included:
  - The integration of a workshop feedback survey
  - A graduate technology access and learning environment survey
  - An online extracurricular and co-curricular student engagement survey

Overall, there are a number of evidence-informed recommendations outlined by this report that YSGS could adopt to improve online co-curricular programming. As well, how these recommendations could be applied to create greater accessibility in online programming beyond the current mandatory remote learning. In the future, this could be integrated as programming that is offered strictly online to accompany in-person workshops or complimentary to in-person programming. Please see the appendices for a more in-depth description of the programs, theoretical models and co-curricular programming described throughout this research.

## Appendix 1: Professional Development Assessment

Appendix 1 addresses professional development programs across Canada. Table one of this section presents the investigation of 19 post-secondary institutions across Canada to determine the development programs available as well as the workshops, conferences and skills offered to students. Table two addresses the co-curricular programs available at 19 universities across Canada as well as a brief description of the programs. Table three of this section presents the professional development and co-curricular programs available at post-secondary institutions in Europe.

### *Professional Development Programs Across Canada*

University	Development Programs Offered	Workshops, Conferences, Skills
Brock ("Brock Student Life", n.d.)	<ul style="list-style-type: none"> <li>The Vitae Certification offers four Professional Development Certifications</li> <li>Grad Plus Transcript</li> </ul>	<ul style="list-style-type: none"> <li>SHIFT Professional Development Conference for Graduate Students <b>(Cancelled)</b></li> <li>Mapping the new knowledges graduate student research conference <b>(Cancelled)</b></li> </ul>
Concordia ("Concordia Grad Pro Skills", n.d.)	<ul style="list-style-type: none"> <li>GradProSkills Record of Participation (Workshops) <b>(Online)</b></li> <li>Graduate Seminar in University Teaching Completion</li> </ul>	<ul style="list-style-type: none"> <li>Career building</li> <li>Communication</li> <li>Language Training</li> <li>Leadership Management</li> <li>Digital</li> <li>Success in Grad school</li> <li>Teaching</li> <li>Wellness and life balance</li> </ul>
Dalhousie ("Dalhousie Co-Curricular Record", n.d.)	<ul style="list-style-type: none"> <li>Co-Curricular Record</li> <li>PERP Transcript Notation</li> </ul>	
McMaster ("McMaster Graduate Student Resources", n.d.)	<ul style="list-style-type: none"> <li>Teaching and Learning Certificate Completion</li> </ul>	<ul style="list-style-type: none"> <li>Essential skills in Teaching and Learning</li> <li>University Teaching</li> <li>Self-Directed study</li> <li>Peer-evaluated teaching experience</li> </ul>
McGill ("McGill University: Co-Curricular Record", n.d.)	<ul style="list-style-type: none"> <li>Co-Curricular Record</li> </ul>	<p>The McGill Co-Curricular Record includes:</p> <ol style="list-style-type: none"> <li>Activity-Based Awards (select awards that are not recognized on the academic transcript)</li> </ol>

		<p>2. Campus and Community Engagement (volunteering, mentorship, tutoring, etc.)</p> <p>3. Enriched Educational Opportunities (non-credit, experiential opportunities approved by Faculties)</p> <p>4. Personal and Professional Development (workshops, research lectures, etc.)</p> <p>5. Student-Led Initiatives (student government positions, SSMU services, student-led workshops etc.)</p>
<p>Memorial (“Memorial Personal and Professional Development”, n.d.)</p>	<ul style="list-style-type: none"> <li>• Non-academic certificates in Teaching Skills Enhancement Program</li> <li>• Professional Skills Development Program for International Students (for both undergraduate &amp; graduate students)</li> <li>• Teaching Assistant Training Program (for Engineer graduate students)</li> <li>• Entrepreneurship Training Program (ETP) <a href="#">(Online)</a></li> </ul>	<ul style="list-style-type: none"> <li>• LinkedIn</li> <li>• Copyright</li> <li>• Best practices for video conferencing</li> <li>• Virtual job strategies</li> <li>• Writing Professional emails</li> <li>• 3-minute thesis 3MT</li> </ul>
<p>Queens (“Queen’s University: Expanding Horizons”, n.d.)</p>	<ul style="list-style-type: none"> <li>• Certificate in professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating your LinkedIn profile and strategy</li> <li>• Assessing your skill set</li> <li>• Upgrading your literature review</li> <li>• Editing</li> <li>• Principles of teaching &amp; learning</li> <li>• Developing your teaching dossier</li> <li>• TA training for online classes</li> <li>• Tips on applying for Tri-Council scholarships: NSERC, SSHRC, CIHR</li> <li>• Effective communication with your supervisor</li> <li>• Jump start your career</li> <li>• Avoiding Plagiarism: Citation 101</li> </ul>
<p>Ryerson (“Ryerson Student Engagement”, n.d.)</p>	<ul style="list-style-type: none"> <li>• YSGS Future Smart Recognition of Completion document and a notation on your transcript</li> <li>• Graduate Teaching Development program level 1 and 2 <a href="#">(Online)</a></li> </ul>	<ul style="list-style-type: none"> <li>• Career Skills</li> <li>• Communication and personal effectiveness</li> <li>• Leadership and social innovation</li> </ul>

		<ul style="list-style-type: none"> <li>• Research and information management</li> <li>• Teaching and presentation skills</li> </ul>
Simon Fraser ("Simon Fraser University: Co-Curricular Record", n.d.)	<ul style="list-style-type: none"> <li>• Co-Curricular Record (job related)</li> </ul>	<ul style="list-style-type: none"> <li>• A reference document for co-curricular involvement at SFU, listing your activities outside of classes</li> </ul>
U of Alberta ("University of Alberta Co-Curricular Activity Points", n.d.)	<ul style="list-style-type: none"> <li>• Graduate Teaching and learning program Level 1, 2, 3, 4</li> </ul>	<ul style="list-style-type: none"> <li>• Peer observation training session</li> <li>• Program level 2 bootcamp</li> </ul>
U of Calgary ("University of Calgary: Online Programming", n.d.)	<ul style="list-style-type: none"> <li>• The Taylor Institute for Teaching and Learning offers a Graduate Student Teaching Badge</li> <li>• Co-Curricular Record (job related)</li> </ul>	<ul style="list-style-type: none"> <li>• Emerging teachers' development</li> <li>• Learning spaces and digital pedagogies</li> <li>• Theories and issues in post-secondary learning and teaching</li> <li>• Developing your teaching dossier</li> </ul>
U of Guelph ("University of Guelph: Co-Curricular Opportunities", n.d.)	<ul style="list-style-type: none"> <li>• Letter of recognition program</li> <li>• Grad pathways</li> </ul>	
U of Manitoba ("University of Manitoba: Graduate Student Workshops", n.d.)	<ul style="list-style-type: none"> <li>• Co-Curricular Record (job related)</li> </ul>	<ul style="list-style-type: none"> <li>• GradSteps</li> <li>• Mitacs</li> </ul>
U of Saskatchewan ("University of Saskatchewan : Courses and Workshops", n.d.)	<ul style="list-style-type: none"> <li>• Graduate professional skills certificate <b>(Online)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ethics and integrity</li> <li>• University teaching</li> <li>• Mentored teaching</li> <li>• Thinking critically</li> </ul>
U of T ("University of Toronto: GradLife", n.d.)	<ul style="list-style-type: none"> <li>• Grad connections</li> <li>• Grad escapes</li> <li>• Grad talks <b>(Online)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Managing conflict online</li> <li>• Resources during a pandemic</li> <li>• Wellbeing</li> <li>• Tips for teaching assistants</li> </ul>
U of Victoria ("University of Victoria - Co-curricular	<ul style="list-style-type: none"> <li>• Learning &amp; Teaching in Higher Education (LATHE) Graduate Certificate <b>(Online)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Doing TA Work Online Webinar Series certificate</li> </ul>



opportunities”, n.d.)		<ul style="list-style-type: none"> <li>• International Teaching Assistant Cultural and Communication (ITACC) Certificate</li> <li>• TA Conference Certificates: Fall and Spring</li> <li>• TA Fundamentals Certificate</li> <li>• Graduate Student Teaching ProD Certificate</li> <li>• Learning and teaching in higher education</li> <li>• Contemporary issues in higher education</li> <li>• Educational psychology</li> </ul>
U of Waterloo (“University of Waterloo: Graduate Studies and Postdoctoral Affairs”, n.d.)	<ul style="list-style-type: none"> <li>• Centre for Teaching Excellences offers certificates for graduate students, Certificate in University Teaching (PhDs only)</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional skills workshop</li> <li>• Teaching and learning conference</li> <li>• Educational technologies</li> </ul>
U of Winnipeg (“University of Winnipeg: Workshops and Training”, n.d.)	<ul style="list-style-type: none"> <li>• Certificates in Higher Education Teaching (\$300)</li> <li>• Professionalization Workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Research process</li> <li>• Note taking strategies</li> <li>• Conflict resolution</li> <li>• Organization</li> <li>• Writing effective proposals</li> </ul>
Western (“Western Co-Curricular Record”, n.d.)	<ul style="list-style-type: none"> <li>• Certificate for University Teaching and Learning Program <b>(Online)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Lesson design</li> <li>• Feedback</li> <li>• Marking</li> <li>• Microteaching</li> <li>• Facilitating discussions</li> <li>• Interpersonal communication</li> <li>• Intercultural classroom</li> </ul>

*Co-Curricular Program Descriptions Across Canada*

University	Co-Curricular Program
Brock	<p><b>Leadership Development</b> <b>Not Online</b> (Undergraduate and Graduate)</p> <ul style="list-style-type: none"> <li>• “The Foundations in Leadership Professional Development Series is designed to give you increased self-awareness and provide you with the skills you need to be an effective leader. We believe that leaders who invest in strong foundational skills are best positioned to be impactful in meaningful leadership opportunities.” (“Brock Student Life”, n.d.).</li> </ul> <p><b>Campus-Wide Co-Curriculum</b> <b>Not Online</b> (Undergraduate and Graduate)</p> <ul style="list-style-type: none"> <li>• “The CWC is a collection of opportunities at Brock that are designed to help you make the most of your Brock experience. Opportunities represent key experiences, events or activities that we believe will</li> </ul>

	<p>help you to gain and foster skills in ten different co-curricular domains.” (“Brock Student Life”, n.d.). <u>Areas Include:</u></p> <ul style="list-style-type: none"> <li>○ Arts and culture</li> <li>○ Brock spirit</li> <li>○ Career Preparation</li> <li>○ Community engagement</li> <li>○ Diversity and inclusion</li> <li>○ Global awareness</li> <li>○ Innovative and creative thinking</li> <li>○ Leadership and teamwork</li> <li>○ Personal growth</li> </ul>
<p>Concordia</p>	<p><b>GradPro Skills Online (Graduate)</b></p> <ul style="list-style-type: none"> <li>● “Concordia's Graduate &amp; Professional Skills program offers professional development workshops and resources designed for graduate students.” (“Concordia Grad Pro Skills”, n.d.).</li> <li>● <u>Areas include:</u> <ul style="list-style-type: none"> <li>○ Career building</li> <li>○ Communication</li> <li>○ Language Training</li> <li>○ Leadership and management</li> <li>○ Digital</li> <li>○ Success in Grad school</li> <li>○ Teaching</li> <li>○ Wellness and life balance</li> </ul> </li> </ul> <p><b>Public Scholars Program Online (Graduate)</b></p> <ul style="list-style-type: none"> <li>● “Ten PhD candidates representing Concordia’s interdisciplinary diversity and excellence in research. Representing all faculties, the Scholars engage with our wider community to share the significance of their work and its impact on society.” (“Concordia Grad Pro Skills”, n.d.).</li> </ul> <p><b>Graduate Community Building Fund Online (Graduate)</b></p> <ul style="list-style-type: none"> <li>● “The Graduate Community Support Fund provides a financial grant of up to \$5,000 towards special projects” (“Concordia Grad Pro Skills”, n.d.).</li> </ul> <p><b>Summer Institute Not Online (Graduate)</b></p> <ul style="list-style-type: none"> <li>● “Concordia University Interdisciplinary Summer Institute (CUISI) offers an intense week-long (3-credit) interdisciplinary course/seminar for advanced master’s and PhD students on topics that are highly influential in today’s societies.” (“Concordia Grad Pro Skills”, n.d.).</li> </ul>
<p>Dalhousie</p>	<p><b>Co-Curricular Record Online (Graduate)</b></p> <ul style="list-style-type: none"> <li>● “Dalhousie’s Co-Curricular Record (CCR) is an official document from Dalhousie that recognizes your accomplishments and out-of-classroom experiential learning, including <u>campus-life</u> and community engagement, <u>volunteer</u> and service leadership, and <u>award for</u> exemplary contributions.” (“Dalhousie Co-Curricular Record”, n.d.).</li> </ul> <p><b>DalConnects Program Not Online (Undergraduate and Graduate)</b></p> <ul style="list-style-type: none"> <li>● “DALConnects is a free student leadership program offered to all Dalhousie and Kings students. The program combines exciting and</li> </ul>

	<p>informative workshops, events, leadership retreats and conferences with valuable volunteer work experience.” (“Dalhousie Co-Curricular Record”, n.d.).</p>
McMaster	<p><b>Grad Writing</b> <b>Not Online</b> (Graduate)</p> <ul style="list-style-type: none"> <li>• “Resources to help you with your grad writing journey.” (“McMaster Graduate Student Resources”, n.d.).</li> </ul> <p><b>Career and Professional Development</b> <b>Not Online</b> (Graduate)</p> <ul style="list-style-type: none"> <li>• “Resources, workshops, supports and services to help you reach your professional and personal development goals.” (“McMaster Graduate Student Resources”, n.d.).</li> </ul> <p><b>Drawing Conclusions: Creativity for graduate students’ series</b> <b>Online</b> (Graduate)</p> <ul style="list-style-type: none"> <li>• “A personal and professional development series for graduate students, developed by the McMaster Museum of Art. No previous art experience necessary!” (“McMaster Graduate Student Resources”, n.d.).</li> </ul> <p><b>Virtual Cafés for International Grad Students</b> <b>Online</b> (Graduate)</p> <ul style="list-style-type: none"> <li>• “Virtual (or online) Cafés for graduate students are a way to stay connected while self-isolating. Many of the Cafés will feature a theme that includes strategies and supports. Choose from our list of topics below to find related information presented at the Café.” (“McMaster Graduate Student Resources”, n.d.).</li> </ul> <p><b>Graduate Student Recognition Awards</b> <b>Not Online</b> (Graduate)</p> <ul style="list-style-type: none"> <li>• “Acknowledging the contributions of graduate students, supervisors and staff to McMaster University”. (“McMaster Graduate Student Resources”, n.d.).</li> </ul> <p><b>Three Minute Thesis</b> <b>Cancelled</b> (Graduate)</p> <ul style="list-style-type: none"> <li>• “The Three Minute Thesis competition is an opportunity to build your presentation skills, share your research with the broader community.” (“McMaster Graduate Student Resources”, n.d.).</li> </ul>
McGill	<p><b>Co-Curricular Record</b></p> <ul style="list-style-type: none"> <li>• “McGill’s Co-Curricular Record (CCR) is a document that recognizes a student’s involvement in learning opportunities outside the classroom.” (“McGill University: Co-Curricular Record”, n.d.).</li> <li>• <u>Areas include:</u> <ul style="list-style-type: none"> <li>○ Activity-Based awards</li> <li>○ Campus and community engagement</li> <li>○ Enriched educational opportunities</li> <li>○ Student-lead initiatives</li> </ul> </li> </ul>
Memorial	<p><b>Enhanced Development of the Graduate Experience (EDGE)</b> <b>Online</b> (Graduate)</p> <ul style="list-style-type: none"> <li>• “Offers professional and academic workshops and resources designed to help graduate students build diverse skills and competencies to be successful in graduate school and beyond.” (“Memorial EDGE”, n.d.).</li> </ul> <p><b>Personal Health Information Act (PHIA) Training for Graduate Students</b> <b>Online</b> (Graduate)</p> <ul style="list-style-type: none"> <li>• “Required for graduate students whose programs or research involve the use of personal health information. The training program</li> </ul>

	<p>highlights privacy protection in health care and can be completed online.” (“Memorial Personal and Professional Development”, n.d.).</p> <p><b>Teaching Skills Enhancement Program (TSEP) Online (Graduate)</b></p> <ul style="list-style-type: none"> <li>• “Designed to provide an introduction to teaching at the undergraduate level. The program is free of charge and graduate students who successfully complete the program receive a certificate of completion and official transcript notation.” (“Memorial Personal and Professional Development”, n.d.).</li> </ul> <p><b>The Equity, Diversity and Inclusion (EDI) committee Lunch &amp; Learn Cancelled (Graduate)</b></p> <ul style="list-style-type: none"> <li>• “Hosts Lunch &amp; Learn sessions once a month, as part of Memorial's EDI initiative.” (“Memorial Personal and Professional Development”, n.d.).</li> </ul> <p><b>Three Minute Thesis (3MT) (Event was in November) (Graduate)</b></p> <ul style="list-style-type: none"> <li>• “A research communication competition where students have three minutes to present a compelling oration on their thesis and its significance.” (“Memorial Personal and Professional Development”, n.d.).</li> </ul>
Queens	<p><b>Student Academic Success Services (SASS) Online (Undergraduate and Graduate)</b></p> <ul style="list-style-type: none"> <li>• “Helps graduate students hone their writing and academic skills. Popular areas of support for graduate students include completing theses, writing clearly and concisely, increasing motivation, managing time, reading efficiently, and practicing English as an Additional Language.” (“Queen's University: Expanding Horizons”, n.d.).</li> </ul> <p><b>Grad Chat Online (Graduate)</b></p> <ul style="list-style-type: none"> <li>• “A 30-minute radio show featuring one to two graduate students each week.” (“Queen's University: Expanding Horizons”, n.d.).</li> </ul> <p><b>Queens 3 Minute Thesis Online (Graduate)</b></p> <ul style="list-style-type: none"> <li>• “A university wide competition for Queen’s Masters (thesis or research project) and doctoral students in which participants present their research and its wider impact in 3 minutes or less to a panel of non-specialist judges.” (“Queen's University: Expanding Horizons”, n.d.).</li> </ul> <p><b>PhD-Community Initiative Closed (Graduate)</b></p> <ul style="list-style-type: none"> <li>• “Initiative to seek more community partners, additional mentors and provide opportunities for more doctoral students to be involved.” (“Queen's University: Expanding Horizons”, n.d.).</li> </ul> <p><b>Expanding Horizons Professional Development (Graduate)</b></p> <p>Areas include:</p> <ul style="list-style-type: none"> <li>• <u>Suite 1</u>: Health, wellness and community</li> <li>• <u>Suite 2</u>: Research skills</li> <li>• <u>Suite 3</u>: Communication, telling your story, understanding theirs</li> <li>• <u>Suite 4</u>: Management and leadership development</li> <li>• <u>Suite 5</u>: Career Building</li> <li>• <u>Suite 6</u>: Setting Ideas in Motion</li> </ul>
Ryerson	<p><b>3MT Competition Cancelled (Graduate)</b></p> <ul style="list-style-type: none"> <li>• “Ryerson's annual Three Minute Thesis (3MT®) competition challenges graduate students to communicate their scholarly</li> </ul>

	<p>research and creativity in under three minutes.” (“Ryerson Student Engagement”, n.d.).</p> <p><b>Future Smart Online (Graduate)</b></p> <ul style="list-style-type: none"> <li>• “The Future Smart program is designed to equip graduate students with the skills needed to transition into successful careers.” (“Ryerson Student Engagement”, n.d.).</li> </ul> <p><b>GradCafe Last event was Feb 13th, 2020</b></p> <ul style="list-style-type: none"> <li>• “GRADCafé is a visioning and networking event, engaging graduate students in an ongoing conversation about how to make their education experience relevant” (“Ryerson Student Engagement”, n.d.).</li> </ul> <p><b>Webinars for Grad Students Online (Graduate)</b></p> <ul style="list-style-type: none"> <li>• “A repository of recorded webinar sessions and additional materials.” (“Ryerson Student Engagement”, n.d.).</li> </ul> <p><b>GRADTalks Last event was March 10th, 2020</b></p> <ul style="list-style-type: none"> <li>• “GRADTalks presents a wide range of expert speakers ranging from world-renowned academics to pioneers in industry and innovation, and leaders in government.” (“Ryerson Student Engagement”, n.d.).</li> </ul> <p><b>Graduate Leadership Institute Online (Graduate)</b></p> <ul style="list-style-type: none"> <li>• “An exciting learning opportunity for graduate students looking to transform from scholars into influencers.” (“Ryerson Student Engagement”, n.d.).</li> </ul>
Simon Fraser	<p><b>Co-Curricular Record (Graduate)</b></p> <ul style="list-style-type: none"> <li>• “A reference document for co-curricular involvement at SFU, listing your activities outside of classes.” (“Simon Fraser University: Co-Curricular Record”, n.d.).</li> </ul> <p><b>Student Ambassador Program (Graduate)</b></p> <ul style="list-style-type: none"> <li>• “The Student Ambassador Program is an umbrella of various opportunities for getting involved on campus, including volunteering and participating in certain workshops.” (“Simon Fraser University: Co-Curricular Record”, n.d.).</li> </ul>
U of Alberta	<p><b>Co-Curricular Record (Graduate)</b></p> <ul style="list-style-type: none"> <li>• “This requirement recognizes your involvement in globally focused events and activities on campus, and your ability to communicate with people from different cultural backgrounds.” (“University of Alberta Co-Curricular Activity Points”, n.d.).</li> <li>• <u>Areas include:</u> <ul style="list-style-type: none"> <li>○ Senior Peer</li> <li>○ Welcome ambassadors (International student check in)</li> <li>○ Education Abroad Squad: International (EASI) Ambassador</li> </ul> </li> </ul>
U of Calgary	<p><b>Co-Curricular Record</b></p> <ul style="list-style-type: none"> <li>• “The Co-Curricular Record (CCR) is a program that records volunteer and extracurricular activities during your time at UCalgary.” (“University of Calgary: Online Programming”, n.d.).</li> </ul> <p><b>Involvement Advising Online (Undergraduate and Graduate)</b></p> <ul style="list-style-type: none"> <li>• “Involvement Advising connects you with an advisor who helps you to explore your interests outside of the classroom and create a plan to connect with related opportunities that are right for you.” (“University of Calgary: Online Programming”, n.d.).</li> </ul> <p><b>Online Involvement Online (Undergraduate and Graduate)</b></p>

	<ul style="list-style-type: none"> <li>• “Colouring, board games, topic driven leadership workshops, 1:1 Involvement Advising sessions and more.” (“University of Calgary: Online Programming”, n.d.). <ul style="list-style-type: none"> <li>○ Online Involvement Advising</li> <li>○ Unwind Online (Drop-in)</li> <li>○ Leadership workshops</li> </ul> </li> </ul>
<p>U of Guelph</p>	<p><b>Athletics Leadership Academy</b> <b>Not Online</b> (Undergraduate and Graduate)</p> <ul style="list-style-type: none"> <li>• “The comprehensive Leadership Academy provides an ongoing and integrated approach to leadership development by targeting and training three distinct groups of student-athlete leaders (Emerging Leaders, Veteran Leaders, Leadership 360) and distributes the training with multiple modules offered throughout the school year to maximize learning, retention, and application.” (“University of Guelph: Co-Curricular Opportunities”, n.d.).</li> </ul> <p><b>Catalyst</b> <b>Cancelled</b> (Undergraduate and Graduate)</p> <ul style="list-style-type: none"> <li>• “Opportunity to learn more about pressing domestic and international themes and community initiatives that have global implications.” (“University of Guelph: Co-Curricular Opportunities”, n.d.).</li> </ul> <p><b>Canadian Conference on Student Leadership (CCSL)</b> <b>Cancelled</b> (Undergraduate and Graduate)</p> <ul style="list-style-type: none"> <li>• “Opportunity for student leaders from across Canada to come together and share ideas, to become inspired, and to leave determined to make a difference on their own campus and/or in their community.” (“University of Guelph: Co-Curricular Opportunities”, n.d.).</li> </ul>
<p>U of Manitoba</p>	<p><b>Co-Curricular Record</b> <b>Not enough info</b> (Graduate)</p> <ul style="list-style-type: none"> <li>• “The Co-Curricular Record (CCR) is an official record of university-approved and facilitated activities that support student development in venues that are not for academic credit.” (“University of Manitoba: Graduate Student Workshops”, n.d.).</li> </ul> <p><b>GradSteps</b> <b>Not enough info</b> (Graduate)</p> <ul style="list-style-type: none"> <li>• “Workshops have now been grouped into steps. These steps help grad students address the issues they may face at various stages of their program.” (“University of Manitoba: Graduate Student Workshops”, n.d.).</li> <li>• <u>Areas include:</u> <ul style="list-style-type: none"> <li>○ <u>Know your Resources: The Basic Step</u> <ul style="list-style-type: none"> <li>■ eBooks, Intercultural Communication, Library Essentials, Zotero, Working with your Advisor etc.</li> </ul> </li> <li>○ <u>Personal Management: The Healthy Step</u> <ul style="list-style-type: none"> <li>■ Get Active Every day, Your Way: For Life, How to Assert Yourself, Introduction to Mindfulness, Nurturing Spirituality etc.</li> </ul> </li> <li>○ <u>Data Management: The Research Step</u> <ul style="list-style-type: none"> <li>■ Grant Writing, Citing, Referencing and Paraphrasing, E-Books, EndNote etc.</li> </ul> </li> <li>○ <u>Writing and Speaking: The Communication Step</u></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>■ Copyright &amp; Your Thesis, getting it Done: Completing Your Thesis on Time, Grant Writing for Graduate Students: SSHRC Talent Program, How to Write a Literature Review, Intercultural Communication etc.</li> </ul> </li> <li>○ <u>Planning with Intention: The Career Step</u> <ul style="list-style-type: none"> <li>■ Basics of Conflict Resolution, CIHR Grant Writing, Disability Studies: Opening Doors and Creating Opportunities, Effective Networking for a Successful Job Search, Financial Planning etc.</li> </ul> </li> <li>○ <u>Ideas into Action: The Entrepreneurial Step</u> <ul style="list-style-type: none"> <li>■ Am I an Entrepreneur? (Level 1), Business Start-up to Launch (Level 2), Effective Networking for a Successful Job Search etc.</li> </ul> </li> </ul>
<p style="text-align: center;">U of Saskatchewan</p>	<p><b>Co-Curricular Record (Graduate)</b></p> <ul style="list-style-type: none"> <li>● “The Co-Curricular Record (CCR) is a personalized and official record of university-approved and facilitated activities in which students have been involved.” (“University of Saskatchewan: Courses and Workshops”, n.d.).</li> </ul> <p><b>Remote Teaching Workshops Online (Graduate)</b></p> <ul style="list-style-type: none"> <li>● “The Remote Teaching &amp; Learning site has been created to support instructors in transforming their face-to-face (F2F) courses into remote courses”. (“University of Saskatchewan: Courses and Workshops”, n.d.).</li> </ul> <p><b>Short Courses and Workshops Online (Graduate)</b></p> <ul style="list-style-type: none"> <li>● <u>Planning</u> <ul style="list-style-type: none"> <li>○ Course design institute</li> <li>○ Creating your course syllabus</li> </ul> </li> <li>● <u>Assessment and evaluation</u> <ul style="list-style-type: none"> <li>○ Assessment short course</li> <li>○ Formative assessment: Saving time and promoting understanding</li> </ul> </li> <li>● <u>Instruction</u> <ul style="list-style-type: none"> <li>○ Instructional skills workshop</li> <li>○ Introduction to teaching online</li> <li>○ Top hat: how to get set up and teach with top hat</li> </ul> </li> <li>● <u>Broadening perspectives and opening dialogue</u> <ul style="list-style-type: none"> <li>○ Critical conversations</li> <li>○ Indigenization, decolonization, reconciliation</li> <li>○ Internalization: inclusive and responsive teaching short courses</li> </ul> </li> <li>● <u>Documenting and growing your teaching practices</u> <ul style="list-style-type: none"> <li>○ Reflective teaching portfolio short course</li> <li>○ Feedforward: using student feedback to inform your teaching</li> </ul> </li> </ul> <p><b>Extended Courses and Certificates Online (Graduate)</b></p> <ul style="list-style-type: none"> <li>● <u>Transforming Teaching</u> - A one-term course for "newer" faculty members who are interested in exploring, with their peers, the principles, skills, and issues in higher education teaching.</li> <li>● <u>Course Innovation Community</u> - A carefully designed course for selected applicants to actively participate in a cohort of their peers to</li> </ul>

	<p>progress together. They will also receive \$3,000 in funding that will be transferred to their home unit.</p> <ul style="list-style-type: none"> <li>• <u>Certificate in University Teaching and Learning</u> - Participants will be introduced to a variety of teaching strategies, planning approaches, assessment ideas, and reflective practice techniques.</li> </ul> <p><b>Graduate professional skills certificate</b>  <b>Online (Graduate and Postdoctoral)</b></p> <ul style="list-style-type: none"> <li>• “The Graduate Professional Skills Certificate is an innovative, non-credit program for graduate students and postdoctoral fellows focusing on strengths-based professional skills development. The certificate program is offered at no cost to graduate students and postdoctoral fellows.” (“University of Saskatchewan: Courses and Workshops”, n.d.).</li> <li>• <u>Skills include:</u> <ul style="list-style-type: none"> <li>○ Critical and creative thinking</li> <li>○ Professionalism, ethics, and integrity</li> <li>○ Communication</li> <li>○ Interpersonal skills</li> <li>○ Intercultural competence</li> <li>○ Leadership</li> <li>○ Career development</li> <li>○ Wellness and life balance</li> <li>○ Research and project management</li> <li>○ Reflection and intrapersonal skills</li> </ul> </li> </ul>
<p>U of T</p>	<p><b>Grad Connections Online (Graduate)</b></p> <ul style="list-style-type: none"> <li>• “Build skills and find balance. Topics include communication, personal development, academic support, and more.” (“University of Toronto: GradLife”, n.d.).</li> <li>• <u>Workshops include:</u> <ul style="list-style-type: none"> <li>○ Grad Connection: Managing Difficult Conversations in an Online Context</li> <li>○ Grad Connection: Managing the Supervisory Relationship Online</li> <li>○ Grad Connection: Managing Conflict in the Online Lab Environment</li> </ul> </li> </ul> <p><b>Grad Escapes Not Online (Graduate)</b></p> <ul style="list-style-type: none"> <li>• “Connect with other graduate students through social, cultural, and recreational opportunities.” (“University of Toronto: GradLife”, n.d.).</li> </ul> <p><b>Grad Talks Not Online (Graduate)</b></p> <ul style="list-style-type: none"> <li>• “Share your experiences and challenges with peers at informal, facilitated, bi-weekly forums.” (“University of Toronto: GradLife”, n.d.).</li> </ul>
<p>U of Victoria</p>	<p><b>Co-Curricular Experience (Graduate)</b></p> <ul style="list-style-type: none"> <li>• “UVic’s Co-Curricular Record (CCR) recognizes students’ co-curricular involvement here on campus, including volunteer and student leadership experiences.” (“University of Victoria - Co-curricular opportunities”, n.d.).</li> </ul>
<p>U of Waterloo</p>	<p><b>GradAdventure</b></p> <ul style="list-style-type: none"> <li>• “GRADventure is a central hub of professional development resources designed specifically for graduate students at the</li> </ul>



	<p>University of Waterloo. It is offered by Graduate Studies and Postdoctoral Affairs, in collaboration with campus partners.” (“University of Waterloo: Graduate Studies and Postdoctoral Affairs”, n.d.).</p> <ul style="list-style-type: none"> <li>• <b>Events include:</b> <ul style="list-style-type: none"> <li>○ Academic Career Conference (Event was in October) (Graduate)</li> <li>○ Dissertation Boot Camp Online (Graduate)</li> <li>○ Rock your Thesis: Get ready to write Online (Graduate)</li> <li>○ Graduate LaTeX-Writing Workshop (Event was in December) (Graduate)</li> <li>○ GRADventure Professional Skills Conference Cancelled (Graduate)</li> <li>○ Speak like a Scholar Online (Graduate)</li> </ul> </li> </ul>
U of Winnipeg	<p><b>Workshops</b> Not enough info (Graduate)</p> <ul style="list-style-type: none"> <li>• Writing effective proposals</li> <li>• Reading, reading, reading and note taking strategies</li> <li>• Organizing and formatting</li> <li>• Writing effective skills</li> </ul> <p>(“University of Winnipeg Workshops”, n.d.)</p>
Western	<p><b>Co-Curricular Record</b> Online (Graduate)</p> <ul style="list-style-type: none"> <li>• “Western’s Co-Curricular Record (WCCR) is a tool that allows for students to gain recognition for, track and articulate their experiences outside of the classroom. These experiences help students gain transferable skills while being involved in the Western community, the London community and around the world.” (“Western Co-Curricular Record”, n.d.)</li> </ul> <p><b>Graduate Peer Support (GPS)</b> Online (Graduate)</p> <ul style="list-style-type: none"> <li>• “Need a space to unwind and talk to other graduate students about their graduate school experiences? The Society of Graduate Students (SOGS), SGPS, Student Experience, and CONNECT for Mental Health provide weekly drop-in sessions.” (“Graduate Peer Support (GPS)”, n.d.)</li> </ul> <p><b>The Teaching Support Centre (TSC)</b> Online (Graduate)</p> <ul style="list-style-type: none"> <li>• “The TSC offers Future Professor Workshops on various topics ranging from teaching, publishing, and navigating graduate school.” (“Centre for Teaching and Learning”, n.d.). <u>Workshops include:</u> <ul style="list-style-type: none"> <li>○ Online Course Design Q&amp;A Drop-In</li> <li>○ Future Prof: Leadership in Wellness Part 1</li> <li>○ Future Prof: Developing a Culturally Affirming Teaching Practice</li> <li>○ Future Prof: Teaching sensitive topics online</li> </ul> </li> </ul> <p><b>The Writing Support Centre (WSC)</b> Online (Graduate)</p> <ul style="list-style-type: none"> <li>• “The WSC offers a graduate-specific workshop on writing your thesis/dissertation” (“Writing Support Centre”, n.d.).</li> </ul> <p><b>Dissertation Writers' Retreat</b> Online (Graduate)</p> <ul style="list-style-type: none"> <li>• “The Dissertation Writers' Retreat is a joint initiative of SGPS, SOGS, and the Writing Support Centre, designed to provide Western PhD candidates in year 4 or above with dedicated time and space for</li> </ul>

	<p>intensive writing. By providing you with a comfortable, encouraging, and distraction-free space, as well as support and advice from expert writing counsellors, we will give you the opportunity to remove yourself from daily distractions and time demands to focus exclusively on dissertation writing.” (“Graduate Writing Resources”, n.d.).</p> <p><b>Weekly Thesis Writing Time Online (Graduate)</b></p> <ul style="list-style-type: none"> <li>• “This initiative is dedicated to providing a comfortable, distraction-free space conducive for graduate student thesis writing. This weekly program offers Western Doctoral and master’s students who are currently writing their thesis/dissertation” (“Graduate Writing Resources”, n.d.).</li> </ul>
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*Professional Development and Co-curricular Programs Across Europe*

University	Country	Co-Curricular Description
University of Oxford	UK	<p><b>Oxford Hub - Skilled Placement</b>  “Gain experience by supporting a local social impact organisation.” (“Oxford Hub”, n.d.).</p> <p><b>Impact Labs Not Online (Undergraduate and Graduate)</b></p> <ul style="list-style-type: none"> <li>• “Working in teams of 3-4, volunteers will be matched with a local social impact organisation and work on a specific brief. The project brief provides information about the next steps the organisation is hoping to take in their impact measurement journey.” (“Oxford Hub”, n.d.).</li> </ul> <p><b>Become a Social Change Leader Not Online (Undergraduate and Graduate)</b></p> <ul style="list-style-type: none"> <li>• “5-week placement and volunteering opportunity” (“Oxford Hub”, n.d.).</li> </ul> <p><b>Green labs Not Online (Undergraduate and Graduate)</b></p> <ul style="list-style-type: none"> <li>• “Join our environmental change-makers programme and learn to make change happen through effective, transformative engagement with others.” (“Oxford Hub”, n.d.).</li> </ul> <p><b>Young Trustee Program Not Online (Undergraduate and Graduate)</b></p> <ul style="list-style-type: none"> <li>• “Gain experience through a 12-month placement on the trustee board of a local charity.” (“Oxford Hub”, n.d.).</li> </ul>
University of Cambridge	UK	<p><b>PACEs Not Online (Graduate)</b></p> <ul style="list-style-type: none"> <li>• “Students who successfully complete 90 credits or above on the Faculty of Education's PPD programme (PACES) can apply to undertake the part-time Master of Education (MEd) in just one year. The PPD and MEd parts must be completed within 5 years of starting the PPD course.” (“Graduate Study PACEs”, n.d.). <u>Areas Include:</u> <ul style="list-style-type: none"> <li>○ Access research facilities</li> <li>○ The opportunity to work closely with specialists in their field</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ A strong community of like-minded students who will provide mutual support</li> <li>○ Supportive environment with supervision</li> </ul>
Imperial College London	UK	<p><b>Post-Graduate Summer Programs</b></p> <p><b>Business summer school</b>  <b>Not Online (Undergraduate and Graduate)</b></p> <ul style="list-style-type: none"> <li>• “Open to undergraduates, postgraduates and working professionals with less than five year’s work experience, each course runs for 3 weeks and is available for credit.” (“Post-graduate Summer Schools”, n.d.)</li> </ul> <p><b>Faculty of Medicine Summer School</b> <b>Not Online (Graduate)</b></p> <ul style="list-style-type: none"> <li>• “Four-week biomedicine course open to recent graduates, postgraduates and working professionals and is available for credit.” (“Post-graduate Summer Schools”, n.d.)</li> </ul> <p><b>Imperial Global Challenge Summer School</b>  <b>Not Online (Graduate)</b></p> <ul style="list-style-type: none"> <li>• “Two-week multidisciplinary summer school at Imperial College London for postgraduate students currently studying in China.” (“Post-graduate Summer Schools”, n.d.)</li> </ul>
ETH Zurich	Switzerland	<p><b>Competence Centres</b></p> <p><b>Integrative Risk Management</b> <b>Postponed (Graduate)</b></p> <ul style="list-style-type: none"> <li>• “ETH Zurich became a leader in understanding the growing complexity and interdependence of our social and engineered systems, and discovering and modeling related behavioral phenomena” (“Competence Centres”, n.d.)</li> </ul> <p><b>Materials and Processes</b> <b>Online (Graduate)</b></p> <ul style="list-style-type: none"> <li>• “We promote cross-disciplinary research, education, and outreach to other research institutes, industry and society in this field.” (“Competence Centres”, n.d.)</li> </ul> <p><b>World Food System</b> <b>Not Online (Graduate)</b></p> <ul style="list-style-type: none"> <li>• “Support multi- and transdisciplinary approaches to addressing these food system challenges through research, education, and outreach activities that contribute to sustainable food and nutrition security.” (“Competence Centres”, n.d.)</li> </ul> <p><b>Climate Modeling</b> <b>(Graduate)</b></p> <ul style="list-style-type: none"> <li>• “C2SM aims to improve the understanding of the climate system and strengthen the predictive skill of climate and weather models. It is a joint initiative of ETH Zurich, MeteoSwiss, Empa, WSL, and Agroscope.” (“Competence Centres”, n.d.)</li> </ul> <p><b>Imagining Technologies</b> <b>(Graduate)</b></p> <ul style="list-style-type: none"> <li>• “Cross-sectional platform for biomedical imaging to facilitate the development of innovative, experimental and clinical imaging technologies.” (“Competence Centres”, n.d.)</li> </ul>

		<p><b>Citizen Sciences Online (Graduate)</b></p> <ul style="list-style-type: none"> <li>• “Citizen Science projects the general public provides new and invaluable knowledge in areas from physics to linguistics to human health.” (“Competence Centres”, n.d.).</li> </ul>
University of Edinburgh	UK	<p><b>Graduate Attributes (Graduate)</b></p> <ul style="list-style-type: none"> <li>• “Every student and graduate are unique. They each have their own experiences, learning and way of approaching life. The quality, depth and breadth of their experiences while at the University of Edinburgh develop characteristic attributes that set them apart.” (“Graduate Attributes”, n.d.). <u>Skills include:</u> <ul style="list-style-type: none"> <li>○ Enquiry and lifelong learning</li> <li>○ Aspiration and personal development</li> <li>○ Outlook and engagement</li> <li>○ Research and enquiry</li> <li>○ Personal and intellectual autonomy</li> <li>○ Personal effectiveness</li> <li>○ Communication</li> </ul> </li> </ul>
King’s College London	UK	<p><b>MOOCs Online (Graduate and Undergraduate)</b></p> <ul style="list-style-type: none"> <li>• (This has always been online)</li> <li>• “MOOCs (Massive Open Online Courses) which give you the chance to explore a variety of interesting topics through the use of videos, online discussions, quizzes and scored tests.” (“King’s College London MOOCs”, n.d.)</li> </ul>
École Polytechnique Fédérale de Lausanne	Switzerland	<p><b>LEARN – Center for Learning Sciences Online (Graduate)</b></p> <ul style="list-style-type: none"> <li>• “Preparing future citizens to embrace the prospects of a digital society.” (“Center for Learning Sciences”, n.d.) <ul style="list-style-type: none"> <li>○ Support for Teaching at a distance</li> </ul> </li> </ul>
KU Leuven	Belgium	<p><b>I-Portfolio (Graduate and Undergraduate)</b></p> <ul style="list-style-type: none"> <li>• “The I-Portfolio is an online folder. During your time at KU Leuven, you can bundle any initiatives, social commitments, volunteer work and sports under ‘MyPortfolio’” (“I-Portfolio”, n.d.). <u>Skills include:</u> <ul style="list-style-type: none"> <li>○ Organizational skills</li> <li>○ Having insight in an organization as a system</li> <li>○ Problem solving</li> <li>○ Creative thinking</li> <li>○ Successful meetings</li> <li>○ Leadership</li> <li>○ Communication</li> <li>○ Cooperation</li> <li>○ Handling diversity</li> <li>○ Interpersonal interaction</li> <li>○ Self-management</li> <li>○ Ethical awareness</li> <li>○ Flexibility</li> <li>○ Taking initiative</li> <li>○ Responsibility</li> </ul> </li> </ul>

Karolinska Institutet	Sweden	<p><b>MOOCs Online (Graduate and Undergraduate)</b></p> <ul style="list-style-type: none"><li>• (This has always been online)</li><li>• “Massive online open courses.” (“Karolinska Institutet MOOC”, n.d.). <u>Courses include:</u><ul style="list-style-type: none"><li>○ CARE: Introduction to Caregiving for Older Adults</li><li>○ CARE: Promotion of healthy aging</li><li>○ eHealth - Opportunities and challenges</li><li>○ An introduction to global health</li><li>○ Behavioral medicine: A key to better health</li></ul></li></ul>
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## Appendix 2: Online Learning

Appendix 2 surveys the skills areas offered by Ryerson’s Future Smart program in comparison to the online courses offered by LinkedIn Learning (“Future Smart”, 2020). This could potentially inform the ways in which Ryerson could offer these skills online.

### *LinkedIn Learning*

Future Smart Skills	LinkedIn Learning Equivalent
Career Skills	LinkedIn Learning
Oral & written communications	<p><b>Develop Your Communication Skills and Interpersonal Influence (8 hours)</b></p> <p>“Learn how to clearly convey information and ideas in an engaging manner. Explore how to build trust, communicate effectively, and be heard in all parts of your organization. Learn important interpersonal communication skills and strategies for igniting curiosity, attention, trust, and respect.” (“LinkedIn Learning”, 2020). <u>Skills Include:</u></p> <ul style="list-style-type: none"> <li>● Learn effective body language for strategic conversations.</li> <li>● Discover how to be approachable throughout your career.</li> <li>● Explore how to build successful business relationships.</li> </ul>
Listening	<p><b>Effective Listening (1 hour)</b></p> <p>“Listening is a critical competency, whether you are interviewing for your first job or leading a Fortune 500 company. Surprisingly, relatively few working professionals have ever had any formal training in how to listen effectively. In this course, communications experts Tatiana Kolovou and Brenda Bailey-Hughes show how to assess your current listening skills, understand the challenges to effective listening (such as distractions!), and develop behaviors that will allow you to become a better listener—and a better colleague, mentor, and friend.” (“LinkedIn Learning”, 2020). <u>Skills Include:</u></p> <ul style="list-style-type: none"> <li>● Define attentive listening.</li> <li>● Explore what happened when you are distracted by delivery.</li> <li>● Recall what a mental filter is and how it can affect assumptions.</li> <li>● Explore methods for choosing the best paraphrasing response in the situation.</li> <li>● List the five listening intentions.</li> </ul>
Assertiveness	<p><b>Learning to be Assertive (1 hour)</b></p> <p>“We all get frustrated when we feel taken advantage of, or alternatively, respond too aggressively when we feel provoked or trapped. Overcome these knee-jerk responses by learning how to be assertive. This course reveals what assertiveness really means, and how it is different from aggression, and outlines specific techniques you can use to respond to challenging situations and difficult people.” (“LinkedIn Learning”, 2020). <u>Skills Include:</u></p> <ul style="list-style-type: none"> <li>● Identifying your current mindset</li> <li>● Avoiding the passive-aggressive trap</li> <li>● Reducing negative emotions</li> </ul>

	<ul style="list-style-type: none"> <li>• Handling everyday putdowns</li> <li>• Learning to disagree by questioning</li> <li>• Knowing the most effective words to use</li> </ul>
<p style="text-align: center;">Influence</p>	<p><b>Influencing Others (1 hour)</b></p> <p>“Ever had trouble persuading someone to do something, even if it was in their best interest? Sometimes people don't budge, but thankfully you have more than rewards and penalties at your disposal. Join John Ullmen, PhD, as he explains how to influence others when you're at the "pivot point of influence," by applying 18 scientifically confirmed methods. Whether you're influencing at work or at home, you can learn what the best influencers do before they influence and see how to choose the best steps for your situation, and have people want to be influenced by you.” (“LinkedIn Learning”, 2020). <u>Skills Include:</u></p> <ul style="list-style-type: none"> <li>• Name a feeling that might inhibit you from inspiration-based influence.</li> <li>• Explain how to most appropriately balance short-term and long-term results.</li> <li>• Assess why “pains and gains” is a powerful motivator.</li> <li>• List the steps of the advice influence technique.</li> <li>• Identify the first thing you do when using social proof.</li> </ul>
<p style="text-align: center;">Persuasion</p>	<p><b>Persuading Others (30 minutes)</b></p> <p>“In a workplace that's increasingly connected and less hierarchical, developing your persuasion skills can be one of the most valuable investments you can make. Some people believe persuasion is about manipulation or getting your way, but it's not about tricking anyone or being inauthentic. Instead, persuasion is about making sure your best ideas get a fair hearing. In this course, communications and personal branding expert Dorie Clark helps you cultivate your persuasion skills in order to establish credibility when meeting new people, make it easier for people who know you to say "yes," and communicate with authority.” (“LinkedIn Learning”, 2020). <u>Skills Include:</u></p> <ul style="list-style-type: none"> <li>• Getting someone to like you right away</li> <li>• How to be viewed as immediately credible</li> <li>• Overcoming a bad first impression</li> <li>• Persuading the people you already know</li> <li>• Sharing your ideas and getting noticed</li> <li>• Communicating with authority</li> <li>• Overcoming naysayers</li> </ul>
<p style="text-align: center;">Empathy</p>	<p><b>Communicating with Empathy (1 hour)</b></p> <p>“When you seek to understand the perspective of another person, you are practicing empathy. When empathetic communication is encouraged at work, individuals feel more comfortable speaking openly, they feel like they matter, and they feel safe. That's why empathy at work is crucial to company-wide success. In this course, communication expert Sharon Steed explains the principles of empathetic communication and shares specific strategies to help improve your approach to difficult conversations. Get ready to learn how to converse empathetically to improve your one-on-one</p>

	<p>conversations and team interactions.” (“LinkedIn Learning”, 2020).  <u>Skills Include:</u></p> <ul style="list-style-type: none"> <li>● What is empathy?</li> <li>● How to be empathetic at work</li> <li>● Practicing positive communication</li> <li>● Identifying communication styles</li> <li>● Approaching difficult conversations</li> <li>● Practicing empathy in groups</li> <li>● Fostering collaboration</li> <li>● Encouraging coworkers</li> </ul>
<p>Diplomacy</p>	<p><b>Communicating with Diplomacy and Tact (1 hour)</b>  “Diplomacy is a mindset; tact is a strategy. In this course, communications professor Tatiana Kolovou helps you realize the benefits of communicating with tact and diplomacy in workplace situations. She walks you through four scenarios that you might encounter on an average day, and coaches you through appropriate responses to challenging situations at work. She emphasizes core skills, such as authenticity, empathy, and listening, and shows examples, stories, and facts that bring their importance to life. By taking opportunities to practice at work and in your personal life, you can strengthen this delicate balance of skills and build relationships that can survive difficult interactions.” (“LinkedIn Learning”, 2020).  <u>Skills Include:</u></p> <ul style="list-style-type: none"> <li>● Recall the core skills involved in diplomacy.</li> <li>● Explore the effects when tact and diplomacy are lacking.</li> <li>● Define the Tact and Diplomacy model.</li> <li>● Differentiate between encoding and decoding.</li> <li>● Differentiate between negative and positive politeness.</li> </ul>
<p>Non-verbal communication</p>	<p><b>Body Language for Leaders (40 minutes)</b>  “Research shows that when your verbal and nonverbal signals are out of alignment, people are forced to choose between what they hear and what they see. And subconsciously, they'll believe your body language. In this course, workplace body-language expert Carol Kinsey Goman, PhD, reveals how body language is perceived and often misread, and shares tips for making a positive first impression within the first few seconds of any interaction. She also discusses the role of body language in cross-cultural communication, delves into the importance of body language for leaders, and shows how you can establish leadership presence. Finally, she provides simple and effective tips on communicating with gestures and stance.” (“LinkedIn Learning”, 2020). <u>Skills Include:</u></p> <ul style="list-style-type: none"> <li>● Assess how your body language signals are perceived.</li> <li>● Discover how to align your body language with your words.</li> <li>● Determine how to make a positive first impression.</li> <li>● Identify how to convey confidence.</li> <li>● Evaluate your vocal tone.</li> </ul>
<p>Personal Effectiveness</p>	<p><b>Mindfulness Practices (2 hours)</b>  “Mindfulness helps you be more effective in today’s busy world. It reduces stress, increases focus, and improves your ability to deal with challenges, both at work and at home. With regular practice,</p>



	<p>mindfulness can change the course of your life. Practice with executive coach Henna Inam as she leads you in guided exercises that expand emotional intelligence, grow self-confidence, and build stronger relationships. With these practices, you can actually experience in-the-moment inspiration, learn how to deal with difficult people, manage change, and confront fears. Each lesson is tied to an accompanying practice, which will help you change the structure of your brain to respond better to stressors. Our world is changing rapidly. Evolve your mind to handle challenges with confidence.” (“LinkedIn Learning”, 2020). <u>Skills Include:</u></p> <ul style="list-style-type: none"> <li>● Releasing stress</li> <li>● Improving focus and creativity</li> <li>● Finding meaning</li> <li>● Cultivating joy</li> <li>● Collaborating with difficult people</li> <li>● Preparing for challenging conversations</li> <li>● Being resilient after failure</li> <li>● Facing fear</li> <li>● Successfully handling change and crisis</li> </ul>
Self-reflection	N/A
Setting goals	<p><b>Successful Goal Setting (25 minutes)</b></p> <p>“Even your loftiest goals are possible if you approach them strategically. In this course, join Aimee Bateman as she shares her top tips on setting—and achieving—goals, explaining how to take small steps that can help you make your bigger plans a reality. Discover how to scope out and define your career goals, removing anything that isn't quite right for you. Learn how to refine your objectives by identifying barriers and determining the steps you need to take to work towards your goal. To wrap up, Aimee shares strategies that can help you stay on track.” (“LinkedIn Learning”, 2020). <u>Skills Include:</u></p> <ul style="list-style-type: none"> <li>● Name the first step for goal setting.</li> <li>● Identify the general rule for categorizing goals for Group 1.</li> <li>● Recognize the characteristics of SMART goals.</li> <li>● Recall what it means to plan for success.</li> <li>● Identify actions that could inhibit you from staying on track with a goal.</li> </ul>
Personal well-being	<p><b>Thriving @ Work: Leveraging the Connection between Productivity and Wellbeing (40 minutes)</b></p> <p>“Live a life filled with less stress, greater well-being, and enhanced productivity by learning how to make transformational changes. Continue your Thrive journey and discover how to go from coping and surviving to actually thriving. In this course, Arianna Huffington and Joey Hubbard—the director of training at Thrive Global—discuss how well-being can contribute to your productivity and success at work.” (“LinkedIn Learning”, 2020). <u>Skills Include:</u></p> <ul style="list-style-type: none"> <li>● List four ways to ease stress and increase energy.</li> <li>● Determine boundaries and set limits to prevent overworking.</li> <li>● Identify the benefits of building relationships with employees.</li> </ul>

Leadership & Social Innovation	LinkedIn Learning
Shared Vision	N/A
Emotional Intelligence	<p><b>Developing your Emotional Intelligence (1 hour)</b>  “Emotional intelligence can help you build effective relationships at work. Executive coach and organizational psychologist Gemma Roberts explains what emotional intelligence is and why it’s important. She helps you become more self-aware so that you can identify triggers that may hijack your performance. She also helps you align your intentions and your impact so that you can build strong and collaborative relationships.” (“LinkedIn Learning”, 2020).  <u>Skills Include:</u></p> <ul style="list-style-type: none"> <li>● What is emotional intelligence?</li> <li>● Watching for triggers and hijacks</li> <li>● Finding flow</li> <li>● Disrupting thinking</li> <li>● Reclaiming reaction time</li> <li>● Shifting perspective</li> <li>● Empathizing</li> <li>● Listening and communicating</li> <li>● Playing to strengths</li> <li>● Collecting feedback</li> <li>● Aligning intention and impact</li> </ul>
Managing Change	<p><b>Change Management Foundations (2 hours)</b>  “Change is hard, but necessary for businesses to thrive and survive. You—as leader or manager—can help implement new business processes and initiatives using organizational change management (OCM). In this course, consultant and change management expert Bob McGannon discusses the principles and techniques necessary to drive change at the project level, in a certain business area, or throughout an entire organization. He helps you prepare, manage, and support the change process, outlining the five phases involved and the eight competencies required for success. Bob also helps you understand the stages of change on an individual level, so you can help team members and stakeholders adapt.” (“LinkedIn Learning”, 2020).  <u>Skills Include:</u></p> <ul style="list-style-type: none"> <li>● Determine the approach to motivate others through a change.</li> <li>● Distinguish the steps and benefits of change management phases.</li> <li>● Explain how training is addressed as part of the change implementation and support phase.</li> <li>● Interpret the components for communicating a change initiative.</li> <li>● Recognize the skill set needed for a change champion.</li> <li>● Identify the type of results that can be revealed when evaluating a change.</li> </ul>
Handling Conflict	<p><b>Improving your Conflict Competence (45 minutes)</b>  “Workplace conflict is inevitable. But it doesn’t have to end badly. In this course, author and conflict expert Craig Runde helps you manage workplace conflict more effectively. He first explains the</p>

	<p>dynamics that create conflict, and helps you become aware of what your conflict response is. Once you are aware of how conflict arises, learn some practical steps you can take to manage your emotions and engage with others constructively.” (“LinkedIn Learning”, 2020).  <u>Skills Include:</u></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Management</li> <li>• Coaching</li> </ul>
<p>Negotiation</p>	<p><b>Negotiation Foundations (1 hour)</b>  “When it comes to negotiation, shifting your mindset from "a battle to be won" to "a problem-solving conversation" can improve your results dramatically. In this course, leadership coach, negotiation expert, and author Lisa Gates demonstrates the core skills of interest-based negotiation to get win-win outcomes every time. Learn a step-by-step strategy for negotiating everyday workplace issues, from asking for a raise or promotion to pitching ideas and resolving conflict. Lisa covers techniques such as diagnostic questions, anchoring, framing, and labeling, which help you navigate impasse and generate satisfaction on both sides of the bargaining table. Along the way, discover how to prepare for a negotiation, cultivate your influence, get into a zone of agreement even when you have to say "no," and negotiate remotely over phone or email. Lisa also shares her best negotiation tips and tricks and provides worksheets to practice your skills.” (“LinkedIn Learning”, 2020). <u>Skills Include:</u></p> <ul style="list-style-type: none"> <li>• Identify the different types of negotiation.</li> <li>• Distinguish the difference between asking and negotiation.</li> <li>• List core negotiation practices.</li> <li>• Explain anchoring and framing for mutual benefit.</li> <li>• Describe tactical empathy.</li> <li>• Explain the principles of influence.</li> <li>• Create an influence plan.</li> <li>• Analyze conflict styles.</li> <li>• Recognize contentious negotiation tactics.</li> </ul>
<p>Leadership Styles</p>	<p><b>Leadership Foundations: Leadership Styles and Models (45 mins)</b>  “Leadership is learnable. Even the best leaders develop their capacity and competency for greater responsibility over time. By investing in your leadership skills now, you pave the way to opportunities in the future. A frame of reference for what leadership is, how it is practiced, and the most prevalent styles and approaches will help you become the leader you want to be. In this course, Professor Alexander Lyon covers styles of authority, from autocratic to laissez-faire; approaches to action and communication; and models of responsibility, including servant leadership. He also explains why you should prioritize the qualities that can have the biggest impact on your success as a leader: authenticity, purpose, and empathy.” (“LinkedIn Learning”, 2020).  <u>Skills Include:</u></p> <ul style="list-style-type: none"> <li>• Summarize the advantages of an autocratic leadership style.</li> </ul>

	<ul style="list-style-type: none"> <li>● Recognize the disadvantages of a democratic leadership style.</li> <li>● Identify the characteristics of a servant leader.</li> <li>● Determine when the inclusive leadership style should be implemented.</li> <li>● List the five characteristics of authentic leaders.</li> </ul>
Resilience	<p><b>Building Resilience (30 minutes)</b></p> <p>“Have trouble getting by when the going gets tough? Everyone wants to perform well when the pressure's on, but a lot of us withdraw in times of stress or adversity. If you can build your resilience, you'll have an easier time facing new challenges and earn a valuable skill to offer employers. In this course, Kelley School of Business professor and professional communications coach Tatiana Kolovou explains how to bounce back from difficult situations, by building your "resiliency threshold." She outlines five training techniques to prepare for difficult situations, and five strategies for reflecting on them afterward. Find out where you are on the resilience scale, identify where you want to be, and learn strategies to close the gap.” (“LinkedIn Learning”, 2020).</p> <p><u>Skills Include:</u></p> <ul style="list-style-type: none"> <li>● Define the term resilience.</li> <li>● Identify strategies for facing rejection in your day to day life.</li> <li>● Recognize the skills you can practice increasing your resilience.</li> <li>● Explore reflection strategies you can use during a situation in order to build resilience.</li> <li>● Examine five post-event resilience building strategies using real-world examples.</li> </ul>
Strengths	<p><b>Discovering your Strengths (1 hour)</b></p> <p>“Understanding what you do best is essential to succeeding professionally. But often we are unclear on our own strengths. Join leadership expert Dave Crenshaw on a journey of self-discovery, as he walks you through a simple framework to identify your strengths. Discover your natural gifts, your passions, your skills, and your greatest abilities. Dave shares specific exercises to help you pinpoint what you should focus on doing (and what you should avoid) to develop your strengths and increase your value as an employee. The exercises can also help you clarify if your current job is a fit and what you can do to address a mismatch” (“LinkedIn Learning”, 2020).</p> <p><u>Skills Include:</u></p> <ul style="list-style-type: none"> <li>● Identify the key differences between gifts, loves, and skills.</li> <li>● Explore methods for discovering what you love to do.</li> <li>● Identify your core skills through self-reflection and via feedback from others.</li> <li>● Choose your strongest and most valuable work activities through ranking and rating.</li> <li>● Identify the steps needed to invest in yourself and grow your strengths.</li> </ul>

	<ul style="list-style-type: none"> <li>Recall how to match your strengths to your responsibilities and discover when to grow your current career versus switch to a new one.</li> </ul>
Motivation	<p><b>Mastering Self-Motivation (1 hour)</b></p> <p>“Do you have a goal that's been sitting on your to-do list for months? If so, you're in good company. Professionals of all stripes struggle to take their personal goals from the drawing board to the real world. In this course, instructor Selena Rezvani shows you how to break this cycle of procrastination and inaction. Using examples from her own career, as well as lessons from top executives, Selena demonstrates how to shift your mindset and leverage practical tools to power your self-motivation—and, in turn, set and achieve bigger, more audacious goals.” (“LinkedIn Learning”, 2020). <u>Skills Include:</u></p> <ul style="list-style-type: none"> <li>Learn how to identify the kind of self-motivator you are</li> <li>Discover how to apply science-backed research on incentives and rewards to sustain your motivation</li> <li>How to tap into your network to ignite action</li> <li>Re-establish your motivation when faced with ruts or procrastination</li> <li>Identify work conditions that create a peak sense of flow and personal engagement.</li> </ul>
Leading Self	N/A
<b>Research &amp; Info Management</b>	<b>LinkedIn Learning</b>
Research	<p><b>Writing a Research Paper (2 hours)</b></p> <p>“Have to write a research paper? Learn tips for writing an A+ paper that will wow your professors. In this course, author and Kelley School of Business faculty member Judy Steiner-Williams shows you how to prepare for, and write, polished research papers for high school and college classes. Discover how to brainstorm, select your best ideas, collect and categorize research, and write the paper, while following along with Judy's practical, real-world examples.” (“LinkedIn Learning”, 2020). <u>Skills Include:</u></p> <ul style="list-style-type: none"> <li>Give examples of descriptive writing.</li> <li>Differentiate between descriptive and argumentative papers.</li> <li>Identify reliable sources for accurate research.</li> <li>Plan your research paper using free writing.</li> <li>Develop a thesis statement.</li> <li>Create an annotated bibliography using various styles.</li> <li>Use transitions to move from one idea to another.</li> <li>Create a summary to recap the important points in a paper.</li> </ul>
Organizational Management	N/A
Project Management	<p><b>Project Management Foundations (3 hours)</b></p> <p>“Project management is a set of techniques that anyone can apply to achieve goals and make projects more successful. Project management can be used to guide small, simple projects as well as complex enterprise-wide initiatives. Bonnie Biafore has always been fascinated by how things work and how to make things work better. In this course, she explains the fundamentals of project</p>

	<p>management, from establishing project goals and objectives and building a project plan to managing resources and work, meeting deadlines, and closing the project. Along the way, she provides tips for communicating, holding meetings, keeping a project on track, and gaining customer acceptance. This course provides exercises for most videos based on a healthcare/IT case study project.” (“LinkedIn Learning”, 2020).</p> <p><u>Skills Include:</u></p> <ul style="list-style-type: none"> <li>• Identify the definition of project management.</li> <li>• Explore the similarities and differences between traditional and agile project management.</li> <li>• Determine how organizational structure affects projects.</li> <li>• Explore the fundamentals of analyzing project stakeholders.</li> <li>• Examine the best ways to identify a project goal.</li> <li>• Determine the best ways to choose a strategy.</li> <li>• Examine strategies to gather requirements.</li> <li>• Identify the fundamentals of developing a project budget.</li> <li>• Distinguish the best ways to craft a quality plan.</li> <li>• Conclude the best steps to take when determining the processes for procuring resources.</li> </ul>
<p>Managing the Environment</p>	<p>N/A</p>
<p>Adapting New Knowledge</p>	<p>N/A</p>
<p>IP issues</p>	<p><b>Understanding Intellectual Property (1.5 hours)</b></p> <p>“How are you protecting your work? Author and attorney Dana Robinson gives you a high-level overview of intellectual property (IP), including topics such as patents, trademarks, and other protections. Learn the answer to common IP questions and discover an attorney’s perspective on how you can best safeguard your ideas and avoid infringing others’ rights. (The information in this course applies only to the United States.)” (“LinkedIn Learning”, 2020). <u>Skills Include:</u></p> <ul style="list-style-type: none"> <li>• What is intellectual property?</li> <li>• What is a copyright?</li> <li>• How long do copyrights last?</li> <li>• Trademarking your brand</li> <li>• Trademark infringement</li> <li>• Patenting your ideas</li> <li>• Defending trade secrets</li> <li>• The PMI Registered Education Provider logo is a registered mark of the Project Management Institute, Inc.</li> </ul>
<p>Ethics</p>	<p><b>Business Ethics for Managers and Leaders (1 hour)</b></p> <p>“Today’s headlines are rife with stories of corporate corruption. These incidents are often pinned on the decision-makers at the top - and rightly so, in most cases. Modern corporate leaders are charged with both promoting ethical behavior and grappling with the ethical quagmires that crop up during their tenure. In this course, Bob McGannon delves into the subject of business ethics, explaining why it’s critical to the success of your business - particularly in the era of</p>

	<p>social media - and how to refine your own ethical framework. Bob describes some of the behaviors and expectations you can put in place at your company today to promote ethical behavior from top to bottom. He also showcases ethics in action, including how to deal with situations where the right answer isn't readily apparent.” (“LinkedIn Learning”, 2020).</p> <p><u>Skills Include:</u></p> <ul style="list-style-type: none"> <li>• Apply ethical decision-making to a scenario.</li> <li>• Review concepts of motivational blindness.</li> <li>• Explain how to ethically manage poor performers.</li> <li>• Identify situations in which unethical conduct might be likely.</li> <li>• Describe the process for dealing with an ethical crisis.</li> </ul>
<b>Teaching &amp; Presentation Skills</b>	<b>LinkedIn Learning</b>
Teaching	<p><b>Learning to Teach Online (45 minutes)</b></p> <p>“Technology has changed the nature of education—and the jobs of educators. Online instruction requires different methods to help students learn. This course is designed to help corporate trainers and teachers update their skill sets to teach effectively online. Staff author Oliver Schinkten draws the connections between high-quality instruction and online education. He provides a framework for creating a digital classroom and guidance to get students interacting with the course material, the instructor, and each other. Collaboration is the key to making the learning experience more dynamic. Plus, Oliver shows how to make sure your lessons are accessible to students of all ability levels.” (“LinkedIn Learning”, 2020). <u>Skills Include:</u></p> <ul style="list-style-type: none"> <li>• Benefits of online education</li> <li>• Incorporating technology in the classroom</li> <li>• Setting guidelines and expectations about online courses</li> <li>• Writing learning outcomes</li> <li>• Sharing and curating files and resources</li> <li>• Tracking student progress</li> <li>• Engaging students</li> <li>• Fostering communication</li> <li>• Providing feedback</li> <li>• Making learning accessible to students with disabilities</li> </ul>
Planning effective tutorials	N/A
Group facilitation	<p><b>Zoom: Leading Effective and Engaging Calls (1 hour and 45 minutes)</b></p> <p>“Lead Zoom meetings and webinars with confidence. In this course, instructor Zack Arnold shows how to ensure that your next Zoom call is effective, productive, and engaging. Zack begins with a wealth of security tips for before, during, and after a call. Next, he shares strategies for maximizing audience engagement and interaction (as well as minimizing distractions and interruptions), whether your call is with 5 or 500 people. This includes adjusting view options so you never miss a participant’s reactions, organizing windows to maximize eye contact, and using polls and reactions to interact with larger</p>

	<p>groups. Zack also covers the technical aspects of running Zoom calls, such as sharing video and audio content and trading off screen sharing between the facilitator and other presenters and co-hosts. Plus, discover how to make the most of breakout rooms and advanced features like his favorite hotkeys, as well as livestreaming your Zoom calls to the web.” (“LinkedIn Learning”, 2020).</p>
<p>Explaining complex ideas</p>	<p><b>Preparing for Successful Communication (1 hour)</b>  “For even the most seasoned professionals, mastering the finer points of communication can be a challenge. How do you establish your credentials without bragging? How can you organize complex ideas so they’re easy to follow and remember? How can you think on your feet and respond to unfair or unkind remarks? The good news is, crystal clear, concise communication is a skill anyone can learn. In this course, Sam Horn—CEO of the Intrigue Agency—shares innovative strategies for communicating with confidence, whether you’re presenting at a conference, speaking up at a meeting, seeking funding, or making a request of a boss, board, client, or colleague. Learn immediately useful tips that can help you personalize content, craft business stories that are interesting and actionable, connect with audiences of five or five hundred, and exude a powerful executive presence that commands attention and respect whenever you speak.” (“LinkedIn Learning”, 2020). <u>Skills Include:</u></p> <ul style="list-style-type: none"> <li>● Recognize the importance of understanding your objectives when addressing an audience.</li> <li>● Identify the fundamentals of composing a successful close.</li> <li>● Explore how to connect with your audience through crafting compelling stories.</li> <li>● Examine ways to connect with your audience by personalizing your content.</li> <li>● Distinguish how to communicate with confidence without establishing your credentials.</li> <li>● Break down the best ways to exude executive presence.</li> <li>● Identify the essentials to answering the tough questions in an impromptu communication.</li> <li>● Explore how to communicate the unknown in an impromptu communication.</li> </ul>
<p>Providing Clear Instructions</p>	<p>N/A</p>

*Information sourced from LinkedIn Learning (2020).*



## Appendix 3: EDGE by Mitacs Training Overview and Assessment

Appendix 3 surveys Mitacs Edge through a pros and cons list which I compiled through my experience of interacting with the course. As well, summarizing the online course offerings and outcomes to inform YSGS. This informs YSGS about how online courses are delivered and best practices.

### *Mitacs Edge Pros and Cons*

Pros	Cons
Used clear language	Videos could have benefited from closed captioning
Provides a PDF of the verbal material in the videos	Videos would have benefited from fonts that are easier to read
Videos are in parts; they are not too long so students can come and go as they want to complete the videos	Spoke a little too fast
Gives very clear suggestions and solutions	
Offers further resources and readings beyond the course	
Uses visual supports that reinforce what the speaker is talking about	

*Information sourced from EDGE by Mitacs*

### *Mitacs Edge Online Course Offerings*

Course	Description	Outcomes
Communicating your Research (1 hour)	<p>This short online course highlights the importance of communicating well and focuses on three common communication opportunities that researchers face on a regular basis:</p> <ul style="list-style-type: none"> <li>• Presentation skills;</li> <li>• Writing skills; and</li> <li>• Poster creation</li> </ul>	<ul style="list-style-type: none"> <li>• Have learned how to construct a clear and concise narrative that audiences will remember</li> <li>• Understand how to use text, visuals, and interactivity to communicate your message effectively</li> <li>• Take a clear and cohesive approach to your written communication</li> <li>• Have been exposed to a variety of poster presentation layout styles</li> </ul>

		and tips to communicating your research effectively
Cross Cultural Team Communications (1.5 hours)	In this course, you'll learn about tools and techniques that will help you build your awareness of multicultural team performance, navigate workplace culture and communication, and use effective conversations to deal with conflict in international and multicultural team settings.	<ul style="list-style-type: none"> <li>• Build techniques for working in multicultural teams</li> <li>• Explore how culture affects team dynamics</li> <li>• Learn the importance of cross-cultural communication on team performance</li> </ul>
Managing Project Timelines (1.5 hours)	Reach project deadlines with less stress. Gain techniques and tools to help you create realistic project timelines and manage your time and energy. Using a customized project planning tool, you'll be reaching your project deadlines with energy and time to spare.	<ul style="list-style-type: none"> <li>• Understand how to define tasks, task duration, milestones, and deadlines</li> <li>• Know how to use planning techniques to implement and adapt project timeline</li> <li>• Learn processes and techniques to communicate your project status to your research team</li> </ul>
Practical Tips for Growing your Online Network (1 hour)	Get the knowledge you need to build your network! Your time at graduate school/during your post-doctoral fellowship will be filled with opportunities to make connections in and outside of your field. This short online course will give you the information you'll need to make the most of each opportunity.  Building a strong personal and professional network may be one of the single most important things you can do for your career. Learn how to plan, prepare, build and foster your network and watch opportunities unfold in front of you.	<ul style="list-style-type: none"> <li>• Have learned the importance of building a strong network</li> <li>• Techniques on tapping into the existing network around you</li> <li>• Have learned practical tips on identifying and planning networking opportunities</li> <li>• Learn to strategically prepare for an upcoming event</li> <li>• Have a better understanding of social networking tools available and tips on how and when to use them</li> </ul>
Time Management (4 hours)	To deepen participants' understanding of time management techniques and knowledge that can be effectively applied to set clear goals, break down work tasks, and effectively estimate task duration.	<ul style="list-style-type: none"> <li>• Accurately organize &amp; estimate your workload</li> <li>• Boost performance and productivity</li> <li>• Drive the results that matter to you</li> <li>• Take effective action to help follow-through</li> </ul>

<p>Writing Effective Emails (1 hour)</p>	<p>Gain the confidence to communicate effectively and learn valuable ways to finesse your email etiquette.</p>	<ul style="list-style-type: none"> <li>● Draft concise emails with clear information and direction</li> <li>● Use email appropriately within the work environment</li> </ul>
<p>Writing Strategic Business Reports (1 hour)</p>	<p>Learn how to write clear and strategic business reports that achieve their intended purpose. As well, how to tailor a report for its intended function and audience. And how to make a positive impression with the readers.</p>	<ul style="list-style-type: none"> <li>● Understand the difference between academic and business reports</li> <li>● Learn business report styles and formats</li> <li>● Structuring a report</li> <li>● Clarity</li> <li>● Grammar usage</li> <li>● Target audiences</li> </ul>

*Information Sourced from EDGE by MITACS Training*

## Appendix 4: Asynchronous vs. Synchronous Learning

Appendix 4 addresses synchronous and asynchronous learning and how it could be delivered online. This information derives from the University of Waterloo and a synchronous and asynchronous learning website. This section surveys the pros and cons of each delivery method to inform YSGS about how best to deliver their content online and increase student engagement.

### *Synchronous versus Asynchronous Learning Online*

<b>Synchronous Learning</b>	<b>Asynchronous Learning</b>
<ul style="list-style-type: none"> <li>• Real time; everyone participates and watches in the same place at the same time</li> <li>• <i>This includes video calling and live streamed lectures</i></li> </ul>	<ul style="list-style-type: none"> <li>• Learning that happens on your own time and schedule</li> <li>• No specific time commitment</li> <li>• Self-guided</li> <li>• <i>This includes discussion boards, emails, pre-recorded content and readings</i></li> </ul>
<b>Pros</b>	<b>Pros</b>
<p style="text-align: center;"><b>Engagement</b></p> <p>Synchronous learning provides students the opportunity to be more engaged since facilitator interactions happen in real time. The personal contact during synchronous learning allows students to connect to the facilitator and peers creating a better sense of community.</p>	<p style="text-align: center;"><b>Pacing</b></p> <p>The pacing of asynchronous learning allows students the opportunity to have a self-guided experience at their own pace. Materials can be accessed on students' own time and completed on their own time. This also allows students the opportunity to revisit information at their own time. The learning experience is shaped on the needs of your own time.</p>
<p style="text-align: center;"><b>Dynamic Learning</b></p> <p>Synchronous allows for a more dynamic learning experience; people are able to talk in real time and discuss particular topics or questions that come up.</p>	<p style="text-align: center;"><b>Convivence and Flexibility</b></p> <p>Asynchronous learning allows students the flexibility to access content on their own time. Materials could include self-guided interactive learning, pre-recorded workshops or notes. This material is completed on your own schedule.</p>
<p style="text-align: center;"><b>Instructional Depth</b></p> <p>Synchronous learning online allows students to connect with more opportunities for face to face (online) discussion and an opportunity to get to know the facilitator.</p>	
<b>Cons</b>	<b>Cons</b>
<p style="text-align: center;"><b>Rigid Schedule</b></p> <p>The times at which workshops are offered are very structured which does not learn for everyone. The set schedule may interfere with other commitments. This includes students who may be in different time zones.</p>	<p style="text-align: center;"><b>Isolation</b></p> <p>This style of learning makes it harder to connect with other students; it is not the same as Synchronous learning where you have the opportunity to talk and ask questions in real time.</p>

<p style="text-align: center;"><b>Technical Difficulties</b></p> <p>Facilitators delivering live lectures may experience technical difficulties which could hinder the learning experience of students because it interrupts. This could happen because of a poor internet connection or a dying battery.</p>	<p style="text-align: center;"><b>Risk of Apathy</b></p> <p>This type of learning environment is self-directed which may not work for people who need more structure and guidance.</p> <p>It is also very hard to provide proof of completion of online workshops. This would be additionally challenging with asynchronous learning methods.</p>
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*Information sourced from UWaterloo Synchronous and Asynchronous Online Learning (2020) and Synchronous Learning vs. Asynchronous Learning in Online Education (2018).*

## Appendix 5: Co-Curricular Badging across Canada

Appendix 5 surveys badging programs across Canada and how they are accessed by students. Six universities were explored as well as eCampus Ontario’s Micro-Certifications program (which is very similar to badging).

### *Badging Programs Across Canada*

University	Badging Program
eCampus Ontario	<p><b>Micro-Certifications</b></p> <ul style="list-style-type: none"> <li>● “eCampusOntario’s work aims to strengthen and expand micro-certification activity in Ontario through a common framework and community of practice” (Micro-Certifications, 2020).</li> <li>● “In Summer 2019, eCampusOntario formed a working group to co-create micro-certification initiatives and establish a common currency. Working group members from across sectors developed a framework to build connections between post-secondary institutions and the Ontario workforce. The results are captured in the <u>Principles and Framework document</u>. This document is intended as a high-level guide for micro-certifications in the province so that unique regional initiatives align to a common provincial framework.” (Micro-Certifications, 2020).</li> <li>● “eCampusOntario encourages the adoption of the framework for new and existing micro-certification initiatives both in Ontario and beyond our borders. If you are interested in learning more, fill out the form below.” (Micro-Certifications, 2020).</li> <li>● <a href="#">Download the Principles and Framework document</a></li> </ul>
UCalgary	<p><b>UCalgary Badges</b></p> <ul style="list-style-type: none"> <li>● “Badges are digital icons with embedded information about when, where and how they were earned. This information, or metadata, includes the name of the issuer, the date issued, and the criteria for earning the badge. Badges provide a visual record of achievement and can be combined with a portfolio to allow users to demonstrate their learning in ways other than traditional credit course work.” (“Badges UCalgary”, 2020) <u>Badges include:</u> <ul style="list-style-type: none"> <li>○ Taylor Institute for Teaching and Learning</li> <li>○ University relations</li> <li>○ University of Calgary in Qatar</li> <li>○ Learning services</li> <li>○ McCaig institute</li> <li>○ Department of computer science</li> <li>○ Executive education</li> <li>○ Talent development</li> <li>○ Digital media commons</li> <li>○ Taylor family digital library marketplace</li> <li>○ Researcher development initiative (ReDI)</li> <li>○ Upstanders program</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Ucalgary Badges</li> <li>○ Office of teaching and learning</li> <li>○ Quality graduate supervision MOOC</li> </ul>
	<b>Three Badging Levels</b>
	<b>Level 1:</b> Level 1 badges require 0-5 hours of work or equivalent.
	<b>Level 2:</b> Level 2 badges are module level and require approximately 5-10 hours of work or equivalent.
	<b>Level 3:</b> Level 3 badges are program/course level and require approximately 10-15 hours of work or equivalent.
McMaster	<p><b>Badges</b></p> <ul style="list-style-type: none"> <li>● “Digital badges are a way to document skills, experiences and achievements. Digital badges are portable through Mozilla’s Backpack, and allow the user to combine badges from different sources to better articulate themselves to an audience on almost any digital platform. At McMaster digital badges are issued through Avenue to Learn, where students or other users can then export badges to their personal Mozilla Backpack, for display elsewhere.” (“McMaster Badges”, 2020).</li> </ul>
OCAD	<p><b>Micro-Certifications</b></p> <ul style="list-style-type: none"> <li>● “Create new content to issue micro-certifications for user-centered product design in wearable technology” (“OCADU Microcredentials”, n.d.).</li> </ul>
Waterloo	<p><b>Certificates</b></p> <ul style="list-style-type: none"> <li>● “Our Professional Development certificates provide you with a wide variety of tools and techniques which will help you achieve your personal and career goals. Each certificate consists of 3 or 4 courses which are fully online and are offered every month. There are no admission requirements, and no required time to complete the certificate. All courses must be taken through Professional Development at the University of Waterloo in order to be eligible for the certificate from Professional Development.” (“Online Certificates”, 2020).</li> <li>● <u>Certifications include:</u> <ul style="list-style-type: none"> <li>○ Advanced Web Design and Development</li> <li>○ Business Essentials</li> <li>○ Computer Hardware and Networking</li> <li>○ Customer Service</li> <li>○ Effective Workplace Communication</li> <li>○ Essentials of Digital Photography</li> <li>○ Essentials of Web Design</li> <li>○ Introduction to Databases</li> <li>○ Introduction to Graphic Design Tools</li> <li>○ Introduction to Project Management</li> <li>○ Logistics and Supply Chain Management</li> <li>○ Microsoft Office Elements</li> <li>○ Sales and Marketing Fundamentals</li> <li>○ Small Business</li> <li>○ Supervision</li> </ul> </li> </ul>
Western	<b>Badging</b>

	<ul style="list-style-type: none"> <li>• “In June 2017, Western’s Centre for Teaching and Learning (CTL) submitted an expression of interest to eCampusOntario (eCO) to participate in a 12-month funded pilot of Open Badges. The expression of interest included five partners (including the CTL) from across Western who agreed to participate in the evaluation of” (“Open Badges Report”, n.d.):             <ul style="list-style-type: none"> <li>a. The badging platform supplied by eCO and</li> <li>b. The feasibility of awarding badges at Western</li> </ul> </li> </ul>
<p>York</p>	<p><b>Badging</b></p> <ul style="list-style-type: none"> <li>• “We present two contrasting new digital badges—one experiential (participation) and one skill-based—as examples of the new ways in which micro-credentials are transforming our approach to education and creating both experiential education and appropriate skills development” (“EcampusOntario”, 2020)</li> <li>• <u>Experiential Badge: Resilience</u> – “The resilience badge developed in partnership with IBM is designed to recognize the education value derived from failure and the ability to continue and persevere by learning lessons from failure. Much of the innovation work we do demonstrates the inherent value in learning what does not work and being able to reflect on it in a way that improves the likelihood of future success. (It is interesting to note that, in the Canadian context, while these skills are often desired, they are not encouraged or developed. Rather, we seem to create a culture of fear of failure, which in turn reduces our capacity for innovation.)” (“EcampusOntario”, 2020).</li> <li>• <u>Skills Badge: 3D Printing</u> – “We’ve developed hands-on badges for 3D printing to highlight the skills involved in identifying components that can be constructed to be 3D printed together. This badge is offered in multi-level stages of competence (bronze, silver, and gold).” (“EcampusOntario”, 2020).</li> </ul>



## Appendix 6: Co-Curricular Records Across Canada

Appendix 6 presents the co-curricular record programs available at post-secondary institutions across Canada. Nine universities were surveyed to explore their co-curricular record options and programming.

### Co-Curricular Records Across Post-Secondary Institutions in Canada

University	Co-Curricular Record Description
Ryerson	<p><b>Level Up</b></p> <ul style="list-style-type: none"> <li>• “Find opportunities on campus and capture them on an official university document. Use your involvement on campus and in your community to build your co-curricular record with Level Up, Ryerson University’s co-curricular recognition program! The levels include” (“Level Up”, 2020):               <ol style="list-style-type: none"> <li>1. <b>Level 1</b> - Discover your strengths</li> <li>2. <b>Level 2</b> - Explore your community</li> <li>3. <b>Level 3</b> - Capture your experience</li> <li>4. <b>Level 4</b> - Share your story</li> </ol> </li> <li>• Programs are facilitated through <a href="#">Connect RU</a></li> <li>• <i>The portfolio is hosted in D2L</i></li> </ul>
Western	<p><b>Western Co-Curricular Record (WCCR)</b></p> <ul style="list-style-type: none"> <li>• “Western’s Co-Curricular Record (WCCR) is an official document from the university that chronicles your participation in co-curricular activities outside of the classroom. WCCR complements your academic transcript to tell the whole story of your student experience at Western. The WCCR focuses on” (“Western Co-Curricular Record):               <ul style="list-style-type: none"> <li>○ <b>A Planning Tool</b> – “The record allows you to search through a wide variety of co-curricular opportunities, based on your personal interests or the skills you wish to develop. Once you know what is available, you are able to plan ahead for your co-curricular engagement throughout your studies at Western” (“Western CCR”, n.d.).</li> <li>○ <b>A Learning Tool</b> – “After participating in an activity, a reflection component of the record will allow you to understand the transferable skills you have developed through your involvement”.</li> <li>○ <b>A Recognition Tool</b> – “The WCCR is an official document that showcases the breadth of your experiences at Western. The record is customizable and ready to print at any time for job interviews, a volunteer opportunity, or graduate school applications”.</li> </ul> </li> <li>• <u>The core areas of development include:</u> <ul style="list-style-type: none"> <li>○ <b>Adaptable problem solver</b> - Students who are hopeful, self-confident, resourceful, and creative.</li> <li>○ <b>Community builder</b> - Students who are authentic, empathetic, collaborative, and self-aware.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ <b>Global learner</b> - Students who are equitable, globally aware, and socially responsible.</li> <li>○ <b>Critical thinker</b> - Students who are curious, engaged, and reflexive.</li> <li>○ <b>Future-Focused Planner</b> - Students who are goal-oriented, motivated, organized, and self-directed.</li> <li>○ <b>Innovated Leader</b> - Students who have integrity, judgment, and intercultural communication.</li> </ul> <ul style="list-style-type: none"> <li>● <i>Accessed through the course shell</i></li> </ul>
Queens	<p><b>Co-Curricular Record</b></p> <ul style="list-style-type: none"> <li>● “The BISC believes opportunities to learn and develop skills are present in all facets of the university environment. We also recognize that the skills and expertise developed outside of the classroom are essential to students as they progress through future academic study and into their careers. Co-Curricular activities include” (“Queens Co-Curricular Record”, n.d.): <ul style="list-style-type: none"> <li>○ Serving on Student Government</li> <li>○ Taking part in Model United Nations</li> <li>○ Participating in sporting events</li> <li>○ Writing for, editing, and publishing student journalism</li> <li>○ Volunteering at local schools</li> <li>○ Initiating and running student societies</li> </ul> </li> </ul>
U of T	<p><b>U of T Co-Curricular Record</b></p> <ul style="list-style-type: none"> <li>● “The Co-Curricular Record is designed to help students find opportunities at U of T beyond the classroom and to have their skills and experiences captured on an official document” (“U of T Co-Curricular Record”, 2019). “The CCR program is available for all degree-seeking students (undergraduate and graduate included) across the three campuses” (“U of T Co-Curricular Record”, 2019)</li> <li>● <i>Accessed through the course shell</i></li> </ul>
Carlton	<p><b>Co-Curricular Record</b></p> <ul style="list-style-type: none"> <li>● “The Co-Curricular Record (CCR) system is a way to record and encourage involvement in student leadership, development, extracurricular activities, and community service opportunities among students at Carleton University” (“Carlton Co-Curricular Record”, 2020).</li> <li>● <i>Accessed through the course shell</i></li> </ul>
York	<p><b>Co-Curricular Record</b></p> <ul style="list-style-type: none"> <li>● “The Co-Curricular Record (CCR) is a York University tool on the YU Connect system that tracks your engagement with, and participation in co-curricular activities and organizations throughout your university experience” (“York Co-Curricular Record”, 2020).</li> <li>● “The CCR provides you with a chance to connect your experiences to skills that employers and graduate schools look for. Record your activities, take time to make meaning of your experiences, and use your CCR as a reference to articulate your accomplishments and skills when writing your resumé, CV, or</li> </ul>

	<p>cover letter when applying for jobs, graduate or professional school” (“York Co-Curricular Record”, 2020).</p> <ul style="list-style-type: none"> <li>• <i>Accessed through the course shell</i></li> </ul>
U of W	<p><b>Co-Curricular Record</b></p> <ul style="list-style-type: none"> <li>• “This official document details the students' activities, as well as the corresponding skills that have been gained from each activity. The CCR complements a resume and allows students to showcase their skill development and leadership experiences to potential employers and graduate schools” (“University of Windsor Co-Curricular Record”, 2019).</li> <li>• <i>Accessed through the course shell</i></li> </ul>
Lakehead	<p><b>Co-Curricular Record</b></p> <ul style="list-style-type: none"> <li>• “If you are an undergraduate or graduate student at Lakehead University, then you will want to create a Co-Curricular Record to document and authenticate your involvement in not-for-credit experiences and activities at Lakehead University” (“Lakehead Co-Curricular Record”, 2020).</li> <li>• “A CCR will highlight your significant contributions to the Lakehead community in areas of leadership, governance, volunteering, teams, and even some paid positions. The CCR will also document the learning outcomes and skills you acquired by participating in each validated activity. In other words, your CCR documents your participation, contributions, and achievements while at Lakehead and highlights essential skills development and learning outcomes” (“Lakehead Co-Curricular Record”, 2020).</li> <li>• <i>Accessed through the course shell</i></li> </ul>
Trent	<p><b>Co-Curricular Record</b></p> <ul style="list-style-type: none"> <li>• “Recent research on the labour market has highlighted the importance of co-curricular experiences for developing important employability skills. Getting involved on campus - whether it be through student government, athletics, clubs and groups, or campus organizations - can help to develop skills such as” (“Trent Co-Curricular Record”, 2020): <ul style="list-style-type: none"> <li>○ Time-management and Organization</li> <li>○ Communication</li> <li>○ Conflict resolution</li> <li>○ Problem solving</li> </ul> </li> <li>• <i>Accessed through the course shell</i></li> </ul>



## Appendix 8: Experiential Learning

Appendix 8 outlines the different experiential learning design models. The first table presents the core design principles that must be integrated into the experiential learning approach. As well, there are four potential learning approaches that could be used in experiential learning online (problem-based learning, case-based learning, project-based learning and inquiry-based learning). The second table presents the differences between blended/flipped learning versus fully online delivery. The last table presents the Experiential Learning Dynamic Matching Model which is how the course facilitator could interact with the learners.

### *Experiential Design Models*

Area	Description and Approach
<p><b>Core Design Principles</b></p> <ul style="list-style-type: none"> <li>• Experience is supported by <u>reflection, critical analysis and synthesis</u></li> <li>• Experience needs to be <u>structured</u></li> <li>• Students must have <u>active engagement</u>; emotionally and socially</li> <li>• The learning results are <u>personal</u></li> <li>• The opportunity to explore their <u>own values</u></li> <li>• Instructors must be aware of their own <u>biases</u></li> </ul>	
<p><b>Problem-Based Learning</b></p>	<p>Problem-based learning is better for long-term retention of material and developing 'replicable' skills, as well as for improving students' attitudes towards learning.</p> <p><u>Group Learning Process:</u></p> <ul style="list-style-type: none"> <li>• Identify what they already know</li> <li>• What they need to know</li> <li>• How and where to access new information to solve the problem</li> </ul> <p><u>The seven steps:</u></p> <ol style="list-style-type: none"> <li>1. Clarify concepts</li> <li>2. Define problem</li> <li>3. Discuss and analyze the problem</li> <li>4. Identify possible solutions</li> <li>5. Set task / learning objectives</li> <li>6. Research solution</li> <li>7. Synthesize results</li> </ol>
<p><b>Case-Based Learning</b></p>	<p>With case-based teaching, students develop skills in analytical thinking and reflective judgment by reading and discussing complex, real-life scenarios.</p> <p><u>Rules for Case-Based Learning:</u></p> <ol style="list-style-type: none"> <li>1. Tells a story</li> <li>2. Focuses on an interest-arousing issue</li> <li>3. Set in the past five years</li> </ol>

	<ol style="list-style-type: none"> <li>4. Creates empathy with the central characters</li> <li>5. Includes direct quotations from characters</li> <li>6. Relevant to the reader</li> <li>7. Must have pedagogic utility</li> <li>8. Conflict provoking</li> <li>9. Decision forcing</li> <li>10. Has generality</li> <li>11. Is short</li> </ol>
<p><b>Project-Based Learning</b></p>	<p>Project-based learning is similar to case-based learning, but is longer and broader in scope, and with even more student responsibility in the sense of choosing sub-topics, organising their work, and deciding on what methods to use to conduct the project. Projects are usually based around real world problems, which give students a sense of responsibility and ownership in their learning activities.</p> <p><u>Rules for Project-Based Learning:</u></p> <ol style="list-style-type: none"> <li>1. Compelling event or case</li> <li>2. Driving questions</li> <li>3. Students must be engaged with this question</li> <li>4. Encourage collaboration and communication online within groups</li> <li>5. Students refine the questions</li> <li>6. Students should present their projects to other groups for feedback</li> <li>7. Students will revise from the feedback</li> </ol> <p>Students will present the final project and results to the class</p>
<p><b>Inquiry-Based Learning</b></p>	<p>Inquiry-based learning is similar to project-based learning, but the role of the teacher/instructor is somewhat different.</p> <p>In project-based learning, the instructor decides the ‘driving question’ and plays a more active role in guiding the students through the process.</p> <p>In inquiry-based learning, the learner explores a theme and chooses a topic for research, develops a plan of research and comes to conclusions, although an instructor is usually available to provide help and guidance when needed.</p> <p><u>Levels of Inquiry-Based Learning:</u></p> <ol style="list-style-type: none"> <li>1. Confirmation Inquiry - Reinforces prior knowledge</li> <li>2. Structured inquiry - Students follow set processes</li> <li>3. Guided inquiry - Research question only provided</li> </ol> <p>Open/True Inquiry - Student does everything</p>

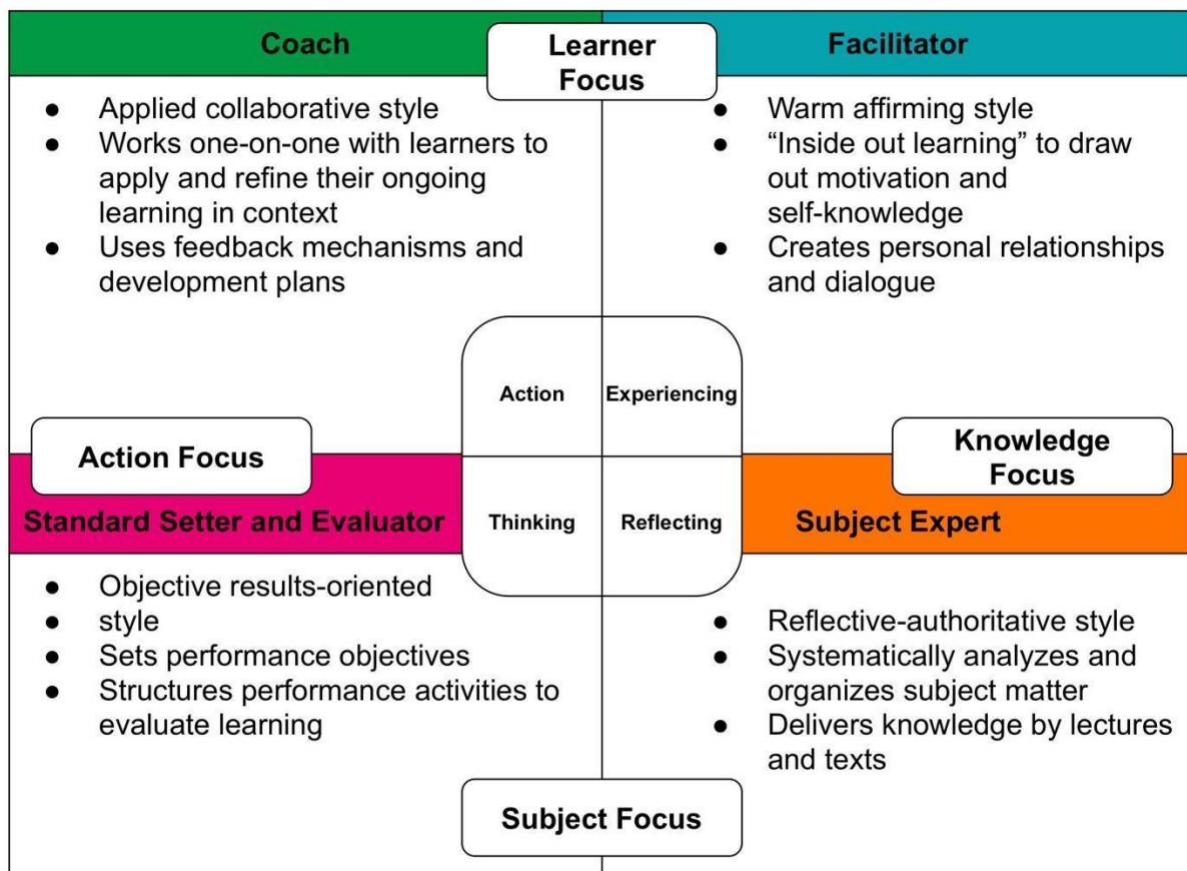
*Information Sourced from Bates, 2014.*

## Experiential Learning Online

Blended or Flipped Learning	Fully Online
Although <u>group sessions</u> to start off the process, and to bring a problem or project to a conclusion, are usually done in a classroom or lab setting, students can increasingly conduct the research and information gathering by accessing resources online, by using online multimedia resources to create reports or presentations, and by collaborating online through group project work or through critique and evaluation of each other's work	Increasingly, instructors are finding that experiential learning can be applied fully online, through a combination of <u>synchronous</u> tools such as a web conference, <u>asynchronous</u> tools such as discussion forums and/or social media for group work, and e-portfolios and multimedia for reporting.

*Information Sourced from Bates, 2014.*

## Experiential Learning Dynamic Matching Model



*Chart Sourced from Experience Based Learning Systems, 2019 (Youtube).*

## Appendix 9: Universal Design for Learning Online

Appendix 9 presents the principles of Universal Design for Learning (UDL) online (chart 1) and how that could be implemented (chart 2). The three principles inform how UDL could be integrated into learning and the design, development, delivery and evaluation steps outline how UDL could be implemented.

### *The Three main Principles of UDL*

Principle	Description
Representation	UDL recommends offering information in more than one format. For example, textbooks are primarily visual. But providing text, audio, video and hands-on learning gives all kids a chance to access the material in whichever way is best suited to their learning strengths.
Action & Expression	UDL suggests giving kids more than one way to interact with the material and to show what they've learned. For example, students might get to choose between taking a pencil-and-paper test, giving an oral presentation or doing a group project.
Engagement	UDL encourages teachers to look for multiple ways to motivate students. Letting kids make choices and giving them assignments that feel relevant to their lives are some examples of how teachers can sustain students' interest. Other common strategies include making skill building feel like a game and creating opportunities for students to get up and move around the classroom.

Design	Development	Delivery	Evaluation
Begin with a welcoming statement	Give clear directions	Establish a connection with learners	Seek learner feedback
Include an accommodation or accessibility statement	Offer choices to students about their learning	Be available and approachable	
Establish rules	Incorporate discussions		
Develop and outline clear learning outcomes	Supply material in multiple modalities		
Ensure activities and opportunities for group communication every 15 to 20 minutes	Select accessible resources		
Consider screen size and the font/ color/ text/ design of the slide shows and how	Use outlines, checkpoints and summaries		



students can access it			
	Make key points stand out both verbally and through text		
	Define new terms, acronyms and avoid jargon		

*Information Sourced from University of Guelph – Universal Design: Best Practices for Online Learning*

# Appendix 10: Tri-Mentoring Programs Across Canada

Appendix 10 addresses the various tri-mentoring programs available at post-secondary schools across Canada. There were ten schools that were surveyed, the chart below includes the descriptions of the tri-mentoring programs offered.

## *Tri-Mentoring Program Descriptions at Post-Secondary Schools in Canada*

University	Description
Ryerson	<p><b>Tri-Mentoring Career Mentoring</b>            “Career Mentoring aims to assist 3rd year and above students who are approaching graduation to make a successful and informed transition from university into the workforce, preferably in their field of interest.” (“Tri-Mentoring”, n.d.).</p> <p><b>First Generation Mentoring and Community Outreach</b>            “The Tri-Mentoring Program aims to support First Generation students at Ryerson through continued support in the form of information sharing about scholarships and bursaries, networking, volunteer opportunities, and social events. FG students are also highly encouraged to be matched with a peer mentor and become a Mentee in our Peer to Peer Mentoring Program.” (“Tri-Mentoring”, n.d.).</p> <p><b>Group Mentoring</b>            “The Tri-Mentoring Program aims to provide and hold safe spaces for students who identify as part of an equity seeking group to connect and share their experiences. Students will have the opportunity to explore their identity, join a community, and gain knowledge of resources. Working from an anti-oppressive framework, our group mentoring sessions will endeavor to support students in finding a sense of belonging and empowering students to discover what they need to be successful in their post-secondary journey. The Tri-Mentoring Program offers group mentoring for students who identify with the following equity seeking groups” (“Tri-Mentoring”, n.d.):</p> <ul style="list-style-type: none"> <li>● Muslim Women Students</li> <li>● Latinx/Hispanic or Spanish Speaking Students</li> <li>● LGTBQ+</li> <li>● Mature Students</li> <li>● Portuguese or Portuguese Speaking Students</li> <li>● Students who Identify with a Disability</li> <li>● Women in Science, Technology, Engineering or Math (STEM)</li> </ul>

<p>University of British Columbia</p>	<p><b>MCRP Mentoring Program</b>          “A Program for first year and second-year students Participate in the UBC School of Community and Regional Planning (SCARP) Mentoring Program and explore the unique opportunity to network with industry professionals and gain valuable skills - such as interviewing and professional communication skills - while expanding your knowledge about planning professions.” (“MCRP”, n.d.)  <b>**This program is for Master of Community and Regional Planning Students**</b></p> <p><b>Why Participate?</b></p> <ul style="list-style-type: none"> <li>● Start to build a professional network with industry professionals and student peers</li> <li>● Expand your knowledge about planning professions</li> <li>● Learn from established planners and gain exposure to new ideas and opportunities</li> <li>● Build mentoring and leadership skills through the peer-to-peer mentoring component</li> <li>● Get involved with SCARP and professional societies such as the Planning Institute of British Columbia</li> <li>● Gain the opportunity to develop and reflect on your career goals</li> </ul> <p><b>What’s expected of you?</b>          “Your involvement will span the length of the academic year, from September through to the end of April, with a total time commitment of approximately 20 hours.” (“MCRP”, n.d.).</p>
<p>Concordia</p>	<p><b>The Crew (Tri-Mentoring Program)</b>          “The Welcome Crew is made up of student mentors who are here to help you successfully transition into your first year at Concordia. Whether you have questions about registering for courses, Orientation, how to make friends at university or what the COVID-19 campus closures mean for you – the mentors have you covered!” (“The Crew”, n.d.)</p>
<p>McMaster</p>	<p><b>Mentoring Program - Department of Psychiatry</b>          “The Department of Psychiatry and Behavioural Neurosciences at McMaster University recognizes the importance of the mentoring relationship to foster professional development and provide skill-building opportunities for mentees through one-on-one mentoring. Numerous studies have demonstrated the importance of mentorship for professional development in academic medicine.” (“Mentoring Program”, n.d.).  <b>**The program is available to all members of the department.**</b></p> <ul style="list-style-type: none"> <li>● Psychiatry residents with mentors have reported greater career satisfaction, more networking opportunities, enhanced psychosocial support, and improved skills in research compared to those without mentors</li> <li>● Many individuals may find a mentor naturally; however a substantial number do not.</li> </ul>

	<ul style="list-style-type: none"> <li>• Our mentoring program was designed to fill that gap and provide mentees with the opportunity to choose a mentor that aligns with their personal interests.</li> </ul>
McGill	<p><b>MBA Mentoring Program</b>  “The Desautels MBA Mentoring Program supports students by facilitating informal and dedicated one-to-one mentor relationships, learning events and networking opportunities. Started more than 10 years ago, the program currently boasts a network of over 125 mentors with 8+ years of work experience across a range of functions and industries, reflecting the professional and geographical diversity of our mentor community.” (“MBA Mentoring Program”, n.d.).  <b>**Open to MBA graduate students**</b></p> <p><b>This program offers:</b></p> <ul style="list-style-type: none"> <li>• Mentors provide career advice</li> <li>• Offer insights about the work environment and may act as sounding boards for significant professional and personal decisions.</li> </ul> <p>“Students also have access to Desautels Connect, an online platform, allowing them to engage with a global network of advisors and alumni across a wide array of career paths.” (“MBA Mentoring Program”, n.d.).</p>
University of Alberta	<p><b>URI Mentor</b>  “This rewarding opportunity encourages and trains grad students as mentors to help guide an undergrad during their specific research project.” (“MBA Mentoring Program”, n.d.).</p> <ul style="list-style-type: none"> <li>• “Training sessions may be used towards the University of Alberta Professional Development Requirement, which includes an individualized career plan document called an Individual Development Plan (IDP) and the completion of eight hours of professional development activities inspired by your career plan.” (“MBA Mentoring Program”, n.d.).</li> </ul> <p><b>**This program is available to undergraduate and graduate students**</b></p>
University of Toronto	<p><b>Mentoring Program (20 mentoring programs)</b>  “U of T offers numerous opportunities for alumni to mentor students. This valuable work broadens your own network and lets you share your expertise – and it helps young people launch their careers, develop skills and meet the challenges of life after university. Together, we create a stronger, more engaged community.” (“Mentoring Program”, n.d.).  <b>**This program is available to undergraduate and graduate students**</b></p> <p><b>Masters Mentoring Programs</b></p> <ul style="list-style-type: none"> <li>• <b>Economics Mentoring</b> - Interested graduates of the Master of Arts in Economics program at the University of Toronto formed a partnership with the Department of Economics to support student and alumni engagement,</li> </ul>

	<p>and to enable alumni to stay connected to the department through various activities. Specific goals identified are to:</p> <ul style="list-style-type: none"> <li>● <b>Rotman MBA Mentoring Program</b> - Make the most of Rotman’s deep ties to the business community by taking part in Rotman Café Connections. This unique mentorship opportunity pairs current students with seasoned industry experts and Rotman alumni who are eager to share their expertise, knowledge and experience.</li> </ul>
<p>University of Saskatchewan</p>	<p><b>Mentor Program</b>          “You’ll be able to learn about mentor pathways to current studies/position(s), projects, and research interests. We’ll also include whether they are currently accepting applications for graduate students and/or if they are able to mentor undergraduate and graduate students and in what areas.” (“Mentor Program”, n.d.).  <b>**This program is available to undergraduate and graduate students**</b></p>
<p>University of Victoria</p>	<p><b>Mentorship Program</b>          “The Mentorship Program is an opportunity for students to explore intercultural connections, make new friends, and receive support as they navigate their social and academic transition to UVic and to Canada. Mentors are undergraduate and graduate students, staff, and faculty. Mentors make arrangements with the student(s) to meet every week throughout the term. Examples of activities include” (“Mentor Program”, n.d.):</p> <ul style="list-style-type: none"> <li>● <b>Academic:</b> studying together, attending workshops, training, lectures, conferences, and symposiums</li> <li>● <b>Informal meetups:</b> going for coffee and meals, walking, shopping</li> <li>● <b>Community activities:</b> going to the movies, museums, board game cafe, potlucks, theatre, live music, and festivals (e.g. Vikes athletic night, Buskerfest)</li> <li>● <b>Intercultural engagement:</b> participating in cultural festivals, intercultural training, holiday events (Ex. Thanksgiving, Holi Festival, Lunar New Year), and International Education Week</li> <li>● <b>Fitness and sport:</b> hiking, skating, playing sports, working out together</li> </ul> <p><b>**This program is available to undergraduate and graduate students**</b></p>
<p>University of Waterloo</p>	<p><b>Graduate Mentorship Initiative</b>          “Graduate students will be paired with one other student. Students will be asked to identify areas for which they are most interested in getting advice (mentees) or are comfortable providing advice on (mentors). This, in addition to specific requests for a mentor of a specific gender or international student status, will serve as the basis for pairing.” (“Graduate Mentorship Initiative”, n.d.).  <b>**This program is available to graduate students**</b>          Key to the success of this program is providing mentors with the necessary information and skills to build these</p>

	<p>relationships. Mentors will be offered the opportunity to take part in the mentorship training program offered by the Student Success Office, which consists of 4 modules:</p> <ol style="list-style-type: none"><li>1. Mentor relationship (what a mentor is/isn't, setting parameters);</li><li>2. Resources available on campus;</li><li>3. Effective communication;</li><li>4. Principles of inclusivity</li></ol>
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## Appendix 11: Co-Curricular Volunteering

Appendix 11 outlines the post-secondary schools across Canada that offer volunteering as part of the co-curricular record. This chart describes four universities and their co-curricular program description.

### *Post-Secondary Co-Curricular Volunteering*

University	Program Description
Dalhousie	<p><b>CO-CURRICULAR RECORD</b>  <b>Community Engagement</b>            “Dalhousie students are now eligible to be recognized for their efforts off campus and typically with non-profit organizations to create positive change for the university and broader community.” (“Dalhousie Co-Curricular Record”, n.d.).</p> <p><u>Student accomplishments in this category include, but are not limited to:</u></p> <ul style="list-style-type: none"> <li>• Volunteer work in the Ecology Action Centre</li> <li>• Volunteer work for the IWK CHildren's Hospital</li> </ul> <p><u>The Co-Curricular Record (CCR) acknowledges accomplishments that:</u></p> <ul style="list-style-type: none"> <li>• Relate directly to a <b>student’s experience</b> while at Dalhousie University</li> <li>• Encourage and support student <b>growth and development</b></li> <li>• Contribute to the <b>life, atmosphere and culture</b> of the university</li> <li>• Promote <b>new learning opportunities</b> for students to complement their overall experience</li> <li>• Are not formally recognized in academic transcript**</li> </ul> <p><b>DALCONNECTS PROGRAM</b>            “DALConnects is a free student leadership program offered to all Dalhousie and Kings students. The program combines exciting and informative workshops, events, leadership retreats and conferences with valuable volunteer work experience.” (“Dalhousie Co-Curricular Record”, n.d.).</p> <p><b>Volunteer Work</b>            Students in the program must complete a minimum of 20 volunteer hours in order to fulfill the program requirements.</p>
Simon Fraser	<p><b>CO-CURRICULAR RECORD</b>            “The Co-Curricular Record (CCR) is the reference document for your co-curricular involvement at SFU, listing your activities outside of classes (e.g., leadership programs and volunteer roles). The Co-Curricular Record is an official university document easily accessible via <u>myInvolvement</u>.” (“Simon Fraser Student Ambassador Program”, n.d.)</p> <ul style="list-style-type: none"> <li>• Volunteering is a component of the co-curricular record**</li> </ul>

<p>U of Calgary</p>	<p><b>CO-CURRICULAR RECORD</b>  <b>Community Engagement</b>          “We want you to feel inspired, engaged and empowered to act within your community. Whether you’re a seasoned volunteer or looking to get involved, we offer programs from one-day service projects in Calgary to intensive explorations of social issues through ucalgarycares at home, in Toronto, Costa Rica and the Yukon.” (‘U of Calgary Leadership and Student Engagement’),</p> <ul style="list-style-type: none"> <li>● Volunteering is a component of the co-curricular record**</li> </ul>
<p>U of Victoria</p>	<p><b>CO-CURRICULAR RECORD</b>          “UVic's Co-Curricular Record (CCR) recognizes students' co-curricular involvement here on campus, including volunteer and student leadership experiences.” (‘University of Victoria - Co-curricular opportunities’)</p> <ul style="list-style-type: none"> <li>● Volunteering is a component of the co-curricular record**</li> </ul>



## Appendix 12: Engaging Students in Co-Curricular Programming

Appendix 12 outlines the three ways co-curricular programming could further engage students; think, engage and thrive. Each category provides the framework to integrate and enhance student learning online.

### *Think Engage Thrive: Engaging Students in Co-Curricular Programming*

Think	Engage	Thrive
<p><u>Thinking &amp; Reasoning Effectively</u> - Students will reason effectively, consider multiple perspectives, and demonstrate good judgment by making thoughtful, risk conscious decisions in their daily lives.</p>	<p><u>Engaging Others &amp; the Community</u> - Students will develop meaningful relationships and engage others in effective ways and with a sense of responsibility and inclusiveness in a variety of interpersonal and intercultural contexts.</p>	<p><u>Thriving Personally &amp; Professionally</u> - Students will understand who they are and what they value in life, and they will communicate their ideas effectively.</p>
<p><u>Effective Reasoning &amp; Problem-Solving</u> - Knowledge and skills related to decision making, problem-solving and critical thinking and reasoning, including considering multiple perspectives, risk assessment, ethics, etc.</p>	<p><u>Leadership &amp; Civic Engagement</u> - Knowledge and skills related to leadership theory and civics, including group dynamics, teamwork, and participating in campus and community organizations and opportunities.</p>	<p><u>Personal Development</u> - Understanding of one's self, including motivation, strengths, and weaknesses, etc., and knowledge and skills related to organization, communication, planning, and goal setting.</p>
<p><u>Connecting Knowledge &amp; Ideas</u> - Knowledge and skills related to transferring and adapting cognitive and behavioral skills from one context to another.</p>	<p><u>Social Engagement</u> - Knowledge of and participation in campus extracurricular activities and community related opportunities, developing meaningful relationships.</p>	<p><u>Professional Success</u> - Knowledge and skills related to the world of work, major selection and career development, including professionalism, networking, job search, interviewing, etc.</p>
<p><u>Reflective Thinking</u> - Reflective analysis and evaluation of one's beliefs, experiences, actions, goals, motivations, decisions, mental models, etc.</p>	<p><u>Responsibility to Others</u> - Knowledge and skills related to the concepts and practices pertaining to social responsibility, including social justice, human rights, community service, managing one's behavior, sustainability, and stewardship of resources</p>	<p><u>Health &amp; Well-Being</u> - Knowledge of and engagement of university and community resources, as well as knowledge and skills pertaining to health and well-being, including developing personal routines and making decisions that enhance one's well-being.</p>

		<u>Intercultural &amp; Interpersonal Knowledge and Skills</u> - Knowledge and skills related to interpersonal and intercultural competence, including knowledge of human differences, identity development models, as well as interacting effectively in multicultural environments.
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*Information and chart sourced from the University of Oregon, Dura, 2016*

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