

Hairstylist Articulation Committee

MINUTES

BRITISH COLUMBIA COUNCIL on ADMISSIONS AND TRANSFERS (BCCAT)

Institution/Location: ONLINE VIA ZOOM

Meeting Date(s): June 18, 2020

Present:

Member Institution	Representative	Email
	Fiona McQuarrie	
	Danna Buick	
Abbotsford School District 46	Nadia Moore	nadia.moore@helpwerx.ca
Selkirk College	Luree Gould	lgould@selkirk.ca
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	Joy Brown	
Blanche MacDonald Center	Renata Trebacz	renataji@msm.com
Northern Lights College	Tara May	
Marc Anthony Academy of Cosmetology	Launie Morgan	Launie@maacademy.ca

Recorder: Julie Wright

Welcome from: Gary Franceschini, Interim Chair

- 1. Meeting Called to Order: 3:30pm**
- 2. Introductions/welcome:**

- Gary Franceschini
- Open introduction and welcome

General conversation around the next articulation meeting in the Fall and whether it will be viable to hold a face to face meeting especially given all the constraints around social distancing, budget restraints and most travel budgets being on hold. The College of the Rockies is happy to hold the next meeting but this might be in 2021. Gary suggested going back to two meeting per year and possibly continuing with the online forum until further notice.

Gary updated the group on the worksheets created by ITA. A small group has been working together to complete the forms for ITA to inform what is possible to teach online and what should be taught face 2 face. There are two forms. Gary will email the sample to the committee for reference. Level One was used for the Foundation program, can be used to present rationale to institutions.

2. **Guest Speaker** – Dr. Sally Vinden, from the Centre of Innovations and Excellence in Learning at Vancouver Island University.

Explains the difference between online learning and remote delivery. Sally identified how we have shifted our regular teaching practices to a virtual environment, using Zoom for synchronous learning and demonstrations. Online learning has a different idea behind it, in that we can create a learner journey, a journey that the students can follow independently. The instructor role is less about being present and telling students what to do, but becomes more about being a course designer; therefore, we should begin to think of it from an online learning perspective rather than transitioning a classroom practice into a digital domain. Setting up online learning is very deliberate; students can go straight to each module, which can be set up in a way that is progressive and engaging.

Power Point Presentation:

Your course LO's are clear, simple, high level and assessable (but keep refining).

You've identified how your course assessments will align with those LO's.

Create learning sequences that help students see the value of each part of the course.

Framing activities to motivate students to channel learning towards Course Learning Outcomes.

Design by thinking of our course as a series of learning sequences determined by your Learning Outcomes and Assessment plan.

Benefits of designing a course as a series of learning sequences:

- Obvious: I don't have to have very detail of my course designed before Day One – I can be one module ahead of my students!
- Less obvious but more important: Students understand how each part of my course is aligned with and aiming at my learning outcomes.

What do we mean by a "Learning Sequence"? It's a major segment of module of your course made up of related ideas, materials or skills

- **An introduction/rationale** that gives students an idea of why this part of the course is important, relevant to them, connected to the course learning outcomes.
- A **'naïve task'** or warm-up activity
- **Reading/ materials** for students to prepare individually before class interactions
- **Reading outcomes** so students know what they will have to do with the content, and a brief **quiz or self assessment**
- **Sequence of activities:** students apply concepts from reading or other assigned materials to specific 'cases' or 'scenarios' that might occur in real life OR students practice specific skills with increasing difficulty
- **A 'capstone' assignment** that captures their learning for the sequence. (quiz, mini project, group task... marked by you, self marked, peer reviewed marked by VIULearn, not marked at all.)

Framing 'readings' and activities to motivate students and channel learning toward the Course Learning Outcomes.

What's the difference between...?

- Your assignment for the next two weeks is to read pp 51-110 in the Cary and Inverness text. Then take the short quiz on this reading.

VS

- Next week we're going to grapple with a case in which HR manager at a hospital, Susanna, receives an email from a staff member alleging racial and gender bias on the part of the doctor of medical imaging. Her job is to safeguard employees and clients: she has to make some immediate decisions about going forward. If she gets them wrong the hospital may get sued for millions, the clients or the employee's rights will be neglected, and there will clearly be damage to the institutions reputation.

To get ready for this challenge you will need to read pp 51-110 in the Cary and Inverness, where the concepts presented are going to be essential for solving this problem. To make sure you're ready, take the short quiz to help you check whether you understand what the authors are saying about this kind of crisis management.

Reminder: various functions of assessment

- Assessment of Learning: (did students master the targeted skills, ideas or ways of thinking?)
- Assessment AS learning: (an assignment or "test" that is designed to cause students to discover/leaning something)
- Assessment FOR learning: (an assignment designed to create opportunities for practice and feedback)
- Assessment targeting behaviors that are believed to support learning (but that aren't the leaning itself)

Sequencing of Learning Activities for the Online Platform

Elements of a Learning Sequence	Tools to achieve a learning sequence online
An introduction/rationale: why this part of the course is important, relevant to students, connected to the course learning outcomes.	LMS: Description at beginning of each 'module'
Readings/materials for students to prepare individually before class interactions	LMS: posted within a module
Reading outcomes so students know what they will have to <u>do</u> with the content	LMS: all readings, assigned videos, etc. are posted with reading outcomes in description
A quiz or self-assessment to determine if students are 'ready' for more complex activities	LMS: Assessments: quiz tool, survey tool
Video instruction or short video lecture to clarify an assignment or put emphasis on an idea from the reading. <i>(Clarification useful after the reading assessment and/or after discussion activities before moving to the capstone.)</i>	Screen Capture in Kaltura
Webinar to present and record information	Zoom (limit Zoom to 1 hour max)
A sequence of discussion activities: students apply concepts from readings or other assigned materials to specific 'cases' or 'scenarios' that might occur in real life OR students practice specific skills with increasing difficulty	LMS Assignments, discussions, groups Zoom: whole class or breakout rooms with report out to whole class
A 'capstone' assignment that captures their learning for the sequence. <i>(quiz, mini-project, group task...marked by you, self-marked, peer reviewed, marked by VIULearn or not marked at all.)</i>	LMS: groups, assignments, discussions

Comments: Important to set a goal or purpose with reading assignments. Questions need to be applicable to the level of the learner, maybe 3 sentences prior to reading and then answer questions based on the reading. Should have pre and post questions. Online learning shifts the flow of knowledge; instructors ask the questions online and the knowledge comes back from the learner. There is an opportunity for schools to create and combine their resources; it doesn't make sense for everyone to be creating their own material.

VCC has added some new PIDP courses. They have a teaching online course, which is a continuous intake every six weeks about creating engagement. Would be very useful for those of us teaching online. UFV has a similar course under their Adult Education Bachelors program. Also, BCCampus also has 3 week called FLO (facilitation for learning online). In addition, course can be found through BCCAT system news page, with links to BCCampus events <https://www.bccat.ca/systemnews>

Social Time- Current Events:

Gary/ Team: Spoke about the worksheet that ITA created for Level 1 and 2. The reason ITA created the worksheet is to help schools decide what are essential competencies that need to be assessed and whether they can be done online or need to be done face to face. The team came up with a sample of examples of what that looks like based on 50% online and 50% face to face, which could vary from institution to institution. The worksheet helps instructors determine what to teach online and what is necessary to teach face to face given the current climate. The breakdown of criteria highlights the necessity for hand-on with clients and need for instructor feedback during practical assessments. Gary will send the sample document out to the group.

Comments: Moving forward, how to incorporate what we can take from the COVID experience of teaching online and what we can do different. Most agreed that they would do things different in September, specifically in regards to incorporate the higher level of thinking and independent learning that Sally had highlighted. There was also more discussion around social distancing and being prepared for September.

Gary: Thanks to Julie Wright for taking the minutes. We are looking for another secretary starting in September if anyone is interested in taking on the position, please contact Gary or Sally.

Gary: There should be an email in August announcing the meeting and venue, which will quite possibly via zoom until further notice.

Meeting Adjourned: 4:40pm