

OCULL Newsletter

Fall 2010

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Ontario Council for University Lifelong Learning Newsletter – Fall 2010

The Ontario Council for University Lifelong Learning (OCULL) is a professional association for administrators and practitioners who develop and deliver degree and non-degree continuing education programs in Ontario universities. OCULL is an advocate for adult learners at Ontario universities, a collegial network, and a vehicle for professional development for its members.

The organization began with a meeting of Ontario university extension directors in 1959. In 1960, they formed the Ontario Departments of Extension and Summer Schools (ODESS), and in 1972, ODESS became the Ontario Council for University Continuing Education (OCUCE). In 1994, OCUCE became OCULL to reflect its role as a champion of lifelong learning. OCULL provides a forum for the exchange of ideas about adult education, continuing education, and distance education in Ontario universities.



All activities on Thursday and Friday are being held at the retreat location, The Cambridge Inn, in Cambridge Ontario.

Thursday, October 21, 2010

12 noon - 1 p.m.	Registration
1 -1:15 p.m.	Opening Remarks (including overview of day's agenda, housekeeping details, etc.)
1:15 - 3 p.m.	General Session OCULL & MTCU Research Project <i>Results Presentation and Discussion</i>
3 - 3:30 p.m.	Networking break
3:30 - 5 p.m.	Creating a Culture of Data-Driven Decisions (Jacob Ensign, JMH Consulting)
5:00-5:30 p.m.	Free time
5:30 - 6 p.m.	Social
6:00 p.m.	Dinner
8:30 p.m.	Hospitality Suite



Creating a Culture of Data-Driven Decisions

Jacob Ensign has supported JMH Consulting. In 2005, The Harvard Business Review published an article suggesting that successful organizations in today's competitive landscape will be those making data-driven decisions part of the organizational strategy. A data-driven approach to decision-making can't replace the wisdom and intuition of an experienced adult education professional, but data will help confirm direction, narrow focus, and quantify expectations. This session introduces a three-principle approach for creating a culture of data-driven decisions. Each principle will be illustrated with real-world projects from a leading university. Don't miss this opportunity to improve your decision-making processes by asking good data-oriented questions and generating sound, data-supported answers.



Friday, October 22, 2010

- 7:30 - 8:45 a.m. Breakfast/Registration
- 9 a.m. Welcome and Opening Remarks
- 9:15 - 10:30 a.m. General Session
Continuing Education Retention Analytics
(Jacob Ensign, JMH Consulting)
- 10:30-11:00 networking break
- 11:00 a.m. - 12:30 p.m. **DE Roundtable** - continue the conversations from Thursday, share your stories
Saving the Planet, One Assignment at a Time
- 12:30 - 2:00 p.m. Lunch and AGM
- 2 - 3 p.m. **University Online: Trends & Opportunities In Ontario eLearn Network/Contact North** (Luc Comeau and Maxim Jean-Louis)
- 3 - 3:15 p.m. Networking Break
- Concurrent Session:
- 3:15 - 4 p.m.
- **Role Play**
 - **Profiles of Online Learners**
- 4 - 4:15 p.m. Closing Remarks



Continuing Education Retention Analytics

Jacob Ensign JMH Consulting

Most continuing education departments have a firm grasp of our industry's fundamental metrics: revenue, net revenue, enrollments, evaluation scores, and a few others. However, measurement beyond this is generally beyond the capability of continuing education staff. Few departments translate good for-profit business practices into a working continuing education model, and even fewer find such translations effective. This presentation will introduce three additional metrics: Course Bounce Rate, Course Landing Rate, and Course Exit Rate. You do not need to be a statistician to obtain these metrics or use them to improve your bottom line. They will also help you baseline, set goals, and indicate ways to improve your repeat rate and bottom line directly.

Profiles of Online Learners

We frequently make assumptions about our learners, and use labels such as the net generation, millennials, and digital natives. Analysis of our learners and their true learning habits and preferences happens less frequently. The Centre for Extended Learning at the University of Waterloo has been surveying students for the last three years, and this session will share some of the interesting findings within these data, and discuss some of the implications that this research has had on our course design, support, and strategic directions as an online learning unit.

Presenter: Aldo Caputo is the Associate Director, Online Learning, within the Centre for Extended Learning, University of Waterloo. Previously, he was Manager of Learning Technologies and Courseware Innovation at the University of Guelph. Aldo has a MA from Northwestern University, an Diploma in Education from McGill, and a BA from University of Western Ontario

Saving the Planet, One Assignment at a Time

The Centre for Extended Learning (CEL) at the University of Waterloo has addressed the challenge of providing more timely assignment and task feedback to students in an environmentally and financially responsible manner. Using an action research paradigm [1], CEL has collected qualitative and quantitative data from participants (both students and markers) based on their use of instructionally supported technological marking tools like, Microsoft Word's Track Changes, Macro shortcuts, digital inking using tablet PCs, and online quizzes with automatic feedback. Our participants' experiences continue to inform the decisions we make as we move forward.

Through an interactive session experience how CEL is using an action research paradigm to provide valuable and timely guidance to students as they progress through their coursework. Initial findings of this project will be presented, with an invite for similar educational experiences to be shared. [1] Action research can be described as a transformative orientation to knowledge creation (Bradbury Huang, 2010, p. 93).

Bradbury-Huang, H. (2010). What is good action research? Action Research 8, 93-109.



Engaging Students with Online Role Play

Linda Koechli, PhD, Lead Instructional Designer, The G. Raymond Chang School of Continuing Education, Ryerson University

Bryan Gough, Developer of Learning Materials, G. Raymond Chang School of Continuing Education, Ryerson University

Naza Djafarova, Manager, Information Technology and Innovation, The G. Raymond Chang School of Continuing Education, Ryerson University

Activities that incorporate the role play method are widely used in the classroom to engage students and provide an environment for experiential and authentic learning experiences. In the online environment, however, instructors have struggled to adapt their role-playing exercises, citing the predominately text-based, asynchronous format of most learning management systems as a barrier.

While some educational institutions are experimenting with virtual worlds such as Second Life, these sophisticated role-playing environments lack an educational framework to ensure students are engaged in the learning experience. The Chang School has developed an online role-playing application that enables students to create and edit role-playing scenarios via avatars, producing a narrative work that peers can view and respond to through threaded comments.

This presentation will outline key design features of the application and discuss how they contribute to building students' social intelligence and communication skills. The presentation is aimed at educators who are seeking innovative ways of implementing role-playing activities online and concludes with three different practical models.

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CNIE 2010 Conference. A Cascade of Innovation

Where: McMaster University, Hamilton, Ontario

When: 15 - 18 May 2010

Mark your calendars for the 4th Canadian Network for Innovation in Education (CNIE) International Conference to be held in Hamilton, ON from 15 - 18 May 2010. Join your colleagues for three inspirational, informative and energizing days of discussion, debate and exploration.

Did you know...

That the OCULL Archives are an absolute treasure trove documenting the history of university lifelong learning in Ontario? Thank you to Mimi Marrocco for establishing a permanent home for our archives at the Kelly Library at the University of St. Michael's College

Canadian Association for University Continuing Education (CAUCE) Conference 2011 Sense & Sustainability

Toronto – St. Michael's College

ENLIGHTENMENT

How do our units continue to design and to maintain programs for personal and professional enrichment? What are the key ingredients of innovative and successful academic initiatives? Who are the learners of today? And tomorrow? And in decades to come?

ECONOMICS

Where are the institutional models that make financial as well as pedagogical sense? How do we rationalize resources? Where does Continuing Education fit into our universities' strategic plans?

ENVIRONMENT

What can CE contribute to the overall sustainability initiatives of our institutions? How "green" is our organization? What does "sustainability" look like from a CE perspective?

For more information, visit: www.cauce-conference.ca



Initiatives, Committees and Programs

Standing Committee on Distance Education

Did you know?

Each member institution has the opportunity to name one representative to participate in OCULL's Distance Education Committee. Members of the committee meet online every month. We share expertise, information, and strategies about the design, development, delivery, and support of distance education. Through an active core group from ten institutions, we have created a collaborative and supportive network within which to try out new technologies, discuss best practices and keep current on distance education developments in Ontario and beyond. If you are interested, send an email to Scott Douglas at scottd@open.uoguelph.ca and you will be included in future communications.



Initiatives, Committees and Programs

2009-2010 Executive Committee

We have an active and interested Executive Committee this year.

Past-President – Giulia Forsythe
Brock University

President – Martha Ireland
Ryerson University

Vice-President – Leslie Malcolm
Lakehead University

Secretary – Kim Miller
The University of Western Ontario

Treasurer – Lisa Fanjoy
Wilfrid Laurier University

Chair, Distance Education Committee – Scott Douglas
Guelph University

Member-at-Large – Bev King
Queen's University

Member-at-Large – Lisa Bonifice
McMaster University

CAUCE Representative – Catherine Newel Kelly
University of Waterloo

CNIE Representative - Bettina Bockerhoff-Macdonald
Laurentian University

Thank you to our hard working executive members for their focus and vision.

If you have issues that you would like the Executive to address on your behalf, please contact Giulia Forsythe and ask that your issue be put on our agenda.

OCULL Membership – 2009-2010

We were particularly pleased to have nineteen institutional members in 2008-2009. This represents 82% of Ontario's 22 Universities.

Our membership includes representatives from the following Ontario Universities:

Brock University	Nipissing University	University of Waterloo
Carleton University	University of Ottawa	The University of Western Ontario
University of Guelph	Queen's University	Wilfrid Laurier University
Lakehead University	Ryerson University	University of Windsor
Laurentian University	Trent University	University of Ontario Institute of Technology
McMaster University	University of St. Michael's College	
Royal Military College		
Ontario College of Art and Design		

We are pleased to also have individual subscribers from:

McGill University
Sunnybrook Health Sciences Centre

If you are interested in joining OCULL, we offer three different levels of membership. Institutional membership (\$250 annually) is open to Ontario universities that are members of the Council of Ontario Universities. Each university has one vote, vested in the head (dean or director) of the central continuing education, extension or lifelong learning unit. Members of continuing education units in professional faculties and other areas of the universities are invited to participate in the membership held by their institution.



In Memory of Patrick Melligan, OCULL/OCUCE Secretary 1979-1990

Patrick was the longstanding Secretary of OCULL when it was OCUCE, and passed those duties on in 1990. He was also the Administrative Officer in the Continuing Education Division of Ryerson University until his retirement in 1991.

In writing this, I went back to look at the archival material of OCULL, which includes information about OCUCE and ODESS (Ontario Association of Departments of Extension and Summer Schools). Patrick's oversight didn't go back to the days of ODESS, but he was certainly present through many developments in the growth of OCULL.

Being the Secretary means that one's personality is usually hidden, due to the necessity of recording what others are saying. Patrick had a well-developed sense of humour in person, and was always ready to share a laugh and a story, but I could only find a couple of occasions when his personality appeared in the records he kept.

His first AGM as Secretary was in October 1979. His tenure was continuous through April 1990. He became an honorary life member of OCUCE in 1990. Patrick asked if I would take on the role of Secretary when he stepped down, but he remained as a resource for me until his retirement from Ryerson in 1991. In fact, he had to take the minutes at the May 1990 Executive meeting for me, and he recorded himself as "Secretary Resurrexit."

In 1985, the AGM was held at Killarney Mountain Lodge, and Patrick organized a bus, "The Wayward Bus" as he named it, to collect and return OCUCE members in London, Kitchener, and Toronto. Then there were the "concomitant notes" he attached to the Executive teleconference meeting of six people in 1989, which opened with one chairperson, then 8 minutes later another person took over the chair and one member left due to a fire alarm, only to return in 5 minutes. Fifteen minutes after that the second chairperson had to leave and the first chairperson reassumed the chair, and so on. There were a series of interruptions and comings and goings for which Patrick had recorded the times, and I could tell that Patrick had fun describing this meeting that just couldn't settle down.

Patrick's more serious side provided a structure to the archives. There is a wealth of information about the early days of continuing education in Ontario that is preserved and well organized thanks to his efforts.

He retired to Port Perry, with his wife Ellen, and lived there until his death on April 3, 2009. Martha Ireland

Nominating an Honorary Member

OCULL honorary lifetime membership is awarded to:

- Long standing members of OCULL (10 years or more) with considerable achievements and contributions to the Continuing Education profession in Ontario, primarily outside their own institution.
- Members of the OCULL Executive with outstanding contributions to the activities and priorities of the Council over several years and having promoted the advancement of Continuing Education provincially.
- An individual who has made outstanding progress and took a crucial leadership role to initiate Continuing Education at an Ontario institution and was also an active member of OCULL.

Notes

- The lifetime honorary membership is normally awarded to someone no longer serving directly in Continuing Education at an Ontario university.
- The lifetime membership is normally given at an annual general meeting, but could also be awarded at another special occasion.
- Further, only under exceptional circumstances would an honorary membership be awarded posthumously.

Nomination

- To nominate someone for Honorary Membership to OCULL, complete the online Honorary Nomination Form found on the OCULL Website under OCULL Memberships.

Process

- The Executive will serve as the nominating committee and the past president will serve as chair of the committee.
- Normally, in the spring of every year, the past president will request nominations for honorary membership from the membership. Members will be asked to complete the OCULL honorary member nomination form and submit it by the end of May.
- The executive will consider the nominations and make a determination by the end of June allowing sufficient time to contact the nominee and to make the necessary preparations to honor the member. Normally not more than one member would be honored each year.

Submissions to the Newsletter

We want to hear from you! Are you involved in a project that is innovative, exciting and new? Is your unit or institution doing something to foster best practices in lifelong learning that you want everyone to know about? We would be very happy to publish your news and stories in our next newsletter.

OCULL Newsletter
Volume 4 Issue 2
Prepared by OCULL
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