Toolkit Contents

Are you creating or expanding Experiential Learning (EL) opportunities for Queen's students? Are you wondering how you can do this effectively and efficiently? The EL Faculty Toolkit consists of resources, tools, and templates that will help you design and implement high-impact experiential learning opportunities in a time-effective manner.

The following tools are included in this compilation. Each tool stands alone for usability. To download any of them as Word docs, click the links below or visit our website at www.queensu.ca/experientiallearninghub/faculty/faculty-toolkit.

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Introduction

Are you creating or expanding Experiential Learning (EL) opportunities for Queen's students? Are you wondering how you can do this effectively and efficiently? The **Experiential Learning Faculty Toolkit** consists of resources, tools, and templates that will help you design and implement high-impact experiential learning opportunities in a time-effective manner.

You can download the whole Faculty Toolkit as a PDF or find specific resources in fillable word doc format here: www.queensu.ca/experientiallearninghub/faculty/faculty-toolkit

What is Experiential Learning?

Experiential Learning is an interdisciplinary, educational philosophy and practice that promotes academic learning outcomes, student career development and critical thinking. By participating in intentionally designed, authentic learning experiences and guided reflection, EL opportunities are created for students to further develop a wide range of knowledge, skills and values while inspiring them to make meaningful choices about their career path.[1]

Experiential Learning at Queen's

While Queen's offers students a wide range of EL, both curricular and co-curricular, there is also interest from students, prospective students, faculty, program coordinators, and government in expanding EL. In 2015 an Experiential Learning Working Group (ELWG) was created by the Provost's Advisory Committee on Teaching and Learning (PACTL) to recommend strategies to facilitate the development and growth of self-sustaining, curricular and co-curricular experiential learning opportunities for undergraduate and graduate students.

The ELWG consulted broadly with Faculties, School of Graduate Studies, instructors, student organizations, and administrative units to review current activities, strengths, and opportunities for growth, and carefully considered costs and benefits associated with the possible actions and potential impact on existing programs and services. It was found that experiential learning activities, both curricular and co-curricular, at Queen's have value for students and the institution and a number of steps and actions, if taken, would facilitate their growth and development at Queen's.

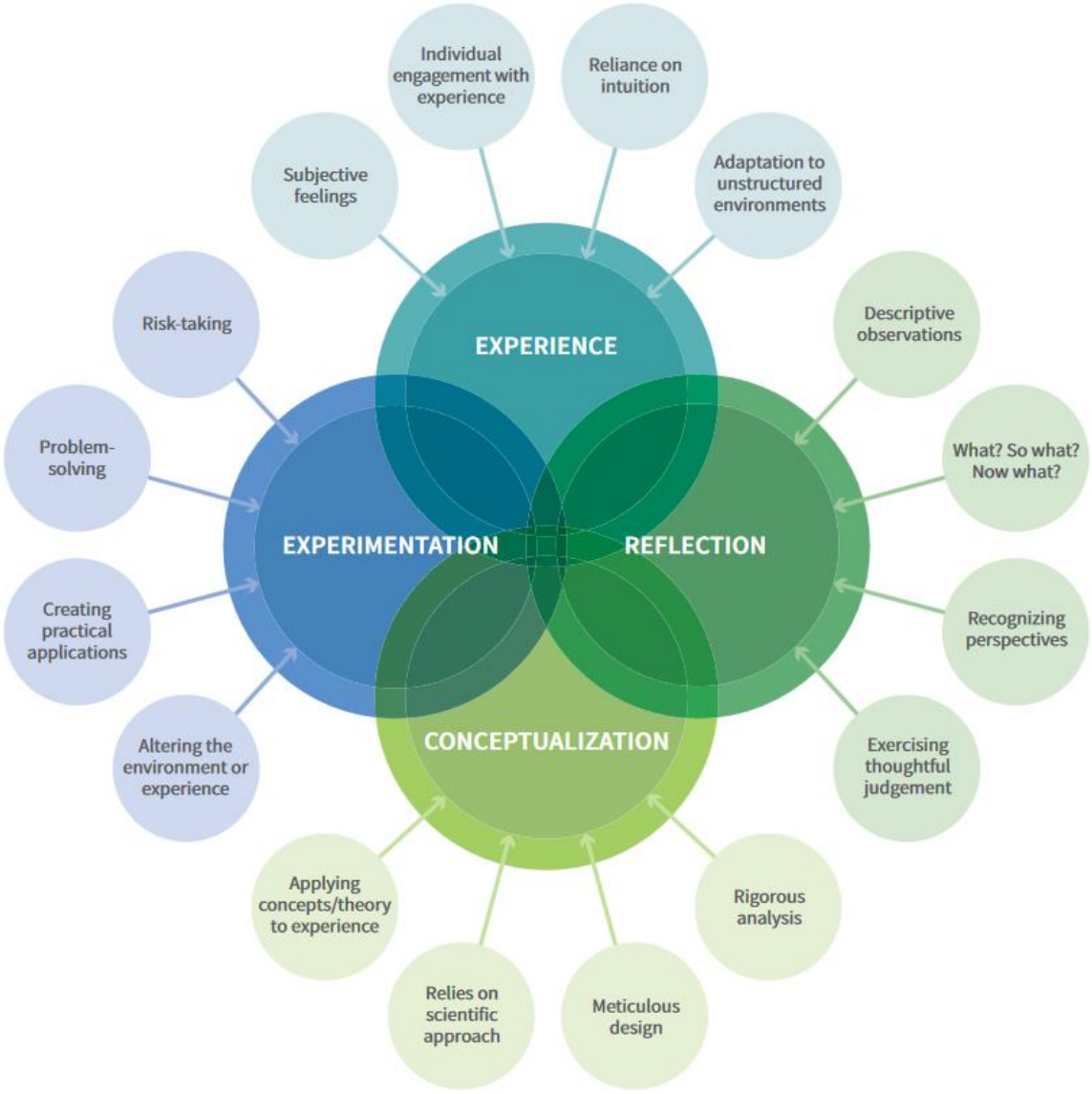
One of the key recommendations of the ELWG Report was to create an Experiential Learning Hub to support cross-institutional planning and delivery, and relationships with community and employer partners. The EL Hub was established in 2016 and has been developing centralized materials and tools to support the efficient and effective design and delivery of experiential learning.

[1] https://www.eltoolkit.ca/designing-experiential-learning-opportunities/defining-el-frameworks-and-typologies

The Experiential Learning Cycle

The most commonly used framework for guiding the design of experiential learning activities is Kolb's[2] Experiential Learning Cycle.

As outlined in the diagram below, students will have an intentionally designed, concrete experience on which they will reflect and from which they will draw conclusions and generalizations. Students will then apply this learning in future situations.



[2] Kolb. D. A. and Fry, R. (1984). Experiential Learning: Experience as the source of learning and development. Englewood Cliffs, NJ: Prentice Hall

Interested in learning more about experiential learning theory and pedagogy?
Check out these resources:

Resource	Source	URL
Niagara College Canada	Experiential Learning Toolkit (online)	www.eltoolkit.ca
Higher Education Quality Council of Ontario	A Practical Guide for Work-integrated Learning	www.heqco.ca/SiteCollectionDocuments/HEQCO_WIL_Guide_ENG_ACC.pdf
EL Hub Publication List	Queen's EL Hub	https://www.queensu.ca/experientiallearninghub/faculty/publications

Core Principles of EL Course Design

- Intentional design of authentic experiences that align with course learning outcomes
- Alignment between course learning outcomes and professional skill development
- Opportunities for students to set personal learning goals in alignment with course learning outcomes
- Engagement with host organization in design of EL experience
- Instructor as facilitator
- Guided reflection
- Assessment and feedback

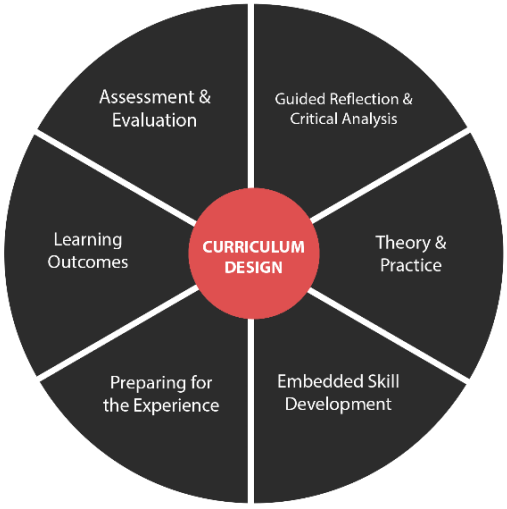
What's the difference between active learning strategies and experiential learning?

Active learning strategies are those where students are actively participating in classroom activities such as discussions, labs, role-playing and group work. Active learning strategies help students construct meaning and take responsibility for their own learning. Experiential learning is different from active learning because it requires the design of an experience located within an intentional learning cycle that involves reflection, conceptualization and experimentation that leads to the achievement of learning outcomes.

What are the components to consider in EL design and delivery?

Experiential learning activities are complex to manage.

The diagrams below provide an overview of the many curriculum design and logistical planning components that should be considered and can be supported by the EL Hub or other campus resources when designing and delivering experiential learning.



Types of Experiential Learning at Queen's

Queen's facilitates experiential learning opportunities in a number of dynamic and innovative ways. The ELWG categorizes types of experiential learning at Queen's as follows:

Curricular-based mandatory work-integrated internships (continuous 12-16 month, paid) in a 5- year undergraduate degree stream with "with Professional Internship" degree title i.e. QUIP
Curricular-based mandatory practicums in clinical/institutional/workplace settings related to professional practice requirements e.g. Nursing, Occupational Therapy.
Work-integrated internship opportunities **a. Mandatory**, Curricular-based, course-specific, mandatory opportunities, e.g. Master of Public Health, Master of Art Conservation **b. Optional**, Curricular-based, course-specific, optional work-integrated opportunities, e.g. Global Development Studies Work Study, Film 395 Internship, Mitacs internships, Graduate Research Assistantships.
Experiential learning project opportunities a. **Mandatory**, Curricular-based, course-specific, experiential learning projects e.g. Health Studies 415: Program Design and Evaluation, Masters and Doctoral Thesis Research. b. **Optional**, Curricular-based, course-specific, experiential learning projects e.g. APSC 400 Technology, Engineering, and Management.
Co-curricular experiential learning opportunities, e.g. student government positions, peer programs, student club positions.
Co-curricular experiential learning work programs, e.g. SWEP and Work Study.

The EL Hub Consultation Process

If you are developing new EL or thinking about making changes to an existing EL activity, we recommend that all faculty or staff book a consultation with the EL Hub at the beginning of the planning process. Through the consultation process we will:

To request a consultation, please email us at el.hub@queensu.ca

- help you effectively use and/or modify the planning tools and EL resources in this toolkit to support the specific form of EL you are designing – saving time and helping you plot out your workplan
- connect you with examples and other instructors (as relevant) to facilitate sharing of knowledge across faculties to avoid redundancies in program development and administration
- make referrals to risk management experts on campus

Stage and Steps	EL Hub Tools and Resources
Initial Consultation During the consultation we will: • review program/course goals and learning objects • use logistical and curriculum planning charts to design an Experiential Learning opportunity that aligns with learning objectives • use our EL Hub referral form to make referrals to on-campus experts in course design, risk management, and host organization outreach • discuss program elements the EL Hub can support through customized workshop delivery • schedule follow-up consultations as necessary	• EL Logistical Planning Chart • EL Curriculum Design Chart • EL Hub Referral Form

Faculty Approval Process As you work on your course/program design and submit proposals through your faculty's approval process, you can: • book a follow-up consultation with the EL Hub to discuss any outstanding or new issues/questions that arise • inform the EL Hub when your program is approved and any modifications that were requested • submit request to EL Hub for customized workshops	• EL Reflective Rubrics • EL Learning Plan • EL Host Outreach Assessment Procedures • Student-Host Supervisor Agreements • Sample Performance Evaluation Form

Implementation
Once your course or program beings, we suggest you:
 	
• inform the EL Hub of when the course/program will begin
• check-in with risk managements experts to ensure all logistical and risk management plans are up to date (i.e. health and safety forms; affiliation agreements; OCASP)
• set up tracking system for host organization requirements / forms
• book a follow-up consultation with the EL Hub if you have questions about:
  ◦ host organization outreach and partnership development
  ◦ host organization needs/requirements
  ◦ logistical or pedagogical issues that may arise during the EL experience
	• EL Forms and Documentation Tracking Chart
	
	• Strategies for Guiding Student Reflection

Where to find EL Tools and Resources

All of our EL Tools and Resources are available as downloadable word documents from the Faculty section of our EL Hub website. ⇨ www.queensu.ca/experientiallearninghub/faculty/faculty-toolkit

We encourage instructors to use the tools and resources as is, or to modify them to suit the needs of their courses, programs, students and partner organizations.

If you have any questions or would like to set up a consultation, contact us at el.hub@queensu.ca. We look forward to supporting you as you design and deliver future experiential learning opportunities.

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Logistical Planning Chart

Use this chart to help scope the feasibility and resources required for new or evolving experiential learning programs and courses, including:

- alignment of learning outcomes with a specific form of experiential learning
- options related to administration of the program, including risk management considerations
- information to assess the viability of the program based on both student and employer interest and capacity

Some of the points may require further consultation with risk management experts on campus to determine next steps. The EL Hub will review the information provided in this chart and, if needed, send you and those experts an EL Referral Form, summarizing pertinent information related to your EL activity.

Question	Response
Strategic Alignment	
For what strategic objectives is the Faculty/School or Department interested in this program (e.g. recruitment, retention, graduate outcomes, quality of the student learning experience, improve employment outcomes)?	
Form of EL	
What form of EL best supports learning and overall program objectives (internship, practicum, experiential learning project, etc.)? • Do the course/program learning outcomes require that students secure individualized opportunities with host organizations? • Are group projects or multiple students working with one host organization a viable option?	
For credit or non-credit? • If for credit, is there a course available or will it need to be created?	

What is the length of the EL activity?	
What is the year and term of the EL activity during the academic program?	
Will the EL activity be embedded into the program or will it add to the program's length?	
Will the EL activity be required or optional?	
Will there be an application/interview process for students wishing to enrol in the course/program? • What qualities will you be looking for?	
Student Supports	
If required, who is responsible for ensuring a position is obtained? If students, • How far in advance of the course/program start date does a student need to start searching for a position? • How will the position be vetted? • When does the position need to be confirmed? • What instructions will students receive? If staff or faculty member? • How far in advance of the course/program start date will outreach begin? • What tools/resources are required?	
Are there internal partnerships (e.g. Career Services) available to students to support them in finding a suitable EL opportunity? Have you communicated with the host organization?	
What happens if a student plans to enrol in this course, but is unable to secure a position? • How does this impact their degree and course planning?	
What types of pre-experience activities or training will be provided?	

• Will it be in class or out? • What topics will be covered? • Who will provide/facilitate the activities or trainings? • Are there workshops the EL Hub can facilitate (e.g. Professionalism in the Workplace; Completing an EL Learning Plan; Mid-Experience Reflection; Post-Experience Debrief)?	
For online courses: • What additional supports might be required to support students searching for placements (i.e. OnQ course page created before course start date to facilitate document sharing, pre-departure training etc.)? • Will opportunities for EL be the same for students in international locations? • Are EL requirements for hours and placement locations flexible enough to accommodate full-time work schedules?	
What procedures and communications need to be created regarding inclusivity/accessibility? • Any other accessibility considerations?	
How will requirements for hours spent at a host organization or working on a project be tracked and verified?	
Assessment and Evaluation of Student Performance	
What tools and mechanisms will be used for evaluating student performance? Will the student/s be assessed by a supervisor at the host organization? • If yes, does the Faculty/Department have a policy for the assessment and evaluation of experiential learning activities that take place under the supervision of a host organization? • If no, have you reviewed the EL Hub resource "EL Assessment Recommendations – Host Organization Supervision"	
Targets	

What is the target for the number of students in the course or program?	
What is the target for the number of students to secure an EL activity each year?	
Employers and/or Host Organizations (if applicable)	
What types of host organizations might offer relevant opportunities? • What assessment of availability of opportunities has been done? • Are there existing relationships with these organizations, or will new relationships be created? • Are there colleagues on campus that are operating similar programs or working with similar host organizations? Have you reached out to collaborate your approach to host organization outreach?	
What criteria will you use to assess and select a host organization? • What procedures and personnel will be in place to deal with problems or issues with host organizations? • How are you ensuring host organizations are clear about their role, including nature of work given to student, amount of time in workplace, supervision and assessment of student performance, and any formal documentation they need to submit?	
Will the EL activity be paid? • If so, will the host organization be paying the student directly? • Is there funding or wage subsidy being offered to employers or host organizations? • Who will be distributing the funds and/or subsidy? • Have you investigated funding rules and regulations?	
Host Agreements PARTNER RESPONSIBLE: University Secretariat and Legal Counsel, usec.contracts@queensu.ca	
What agreements will you provide to the host organization and student (e.g. training contract, affiliation agreement, etc.)?	

• Are you using an existing agreement, or do you need to write a new one? • Does the agreement include reference to specific learning outcomes shared by the University, student and host? • Who will sign the agreements? • How are these agreements being recorded and maintained? • How will you ensure that students are engaged in meaningful, industry-specific and challenging work that compels them to apply classroom theory to solve real-world problems?	
How will you ensure that placement agreements and other personal or confidential information collected by Queen's is kept private and confidential?	
Risk Management PARTNERS RESPONSIBLE: Department of Environmental Health and Safety, ehssa@queensu.ca Office of Insurance and Risk Management, insurance@queensu.ca	
Is the EL host organization off-campus (local/national/international)? • Will the EL activity take place on campus, off-campus or both? • If there is an off-campus component to the EL activity where the host organization is located?	
What risks to student safety are inherent in the EL activity? • If there is a host organization involved, who will liaise with the host organization to ensure a safe and equitable workplace? • Are there transportation requirements to/from and as part of the day to day specifics of the EL activity? • Does the location present any specific risks? • Does the EL activity involve any special/vulnerable populations? • Are there any known risks/concerns with the community partner? • Does the EL activity involve any harmful substances/property requiring proper training? If so, who is providing the training?	

Have you addressed all relevant risk management considerations (health & safety, insurance coverage, formalized agreement, OCASP)? • If the EL activity includes a host organization, is the host aware of their responsibilities? • Who within the University will coordinate with the student and host in case of an emergency or issue?	
Research PARTNER RESPONSIBLE: Research Contracts Unit, Vice-Principal Research, researchcontracts@queensu.ca	
Is the EL activity research? Will the results be publicly disseminated in the form of a thesis, academic publication, public presentation or other public disclosures? • If so, have you connected with the Research Contracts Unit (Vice-Principal Research) about any agreements that might be required?	
How will intellectual property, ethics review, and non-disclosure issues be addressed (especially for research-related positions)? • Have you had discussions with the host organization about who will own or have intellectual property rights to the student's work output from the EL activity? • Does the EL activity involve research of human participants/data/biologics? If so, have you connected with the Research Ethics Office about an ethics review? • Is the student expected to be able to publish or otherwise use the results of their work from the EL activity?	

Experiential Learning Curriculum Design Chart

As you begin the process of planning your Experiential Learning (EL) curriculum, there are a number of factors to consider. Below is a list of questions that may help to generate ideas during the design process. A column is provided for responses. The EL Hub recommends that this chart be used together with the "Experiential Learning Logistical Planning Chart".

Question	Response
Learning Outcomes	
What is the purpose of the EL component and how does it support program or course learning objectives?	
What form of EL will best suit your learning objectives (internship, experiential learning project, individual vs group experience.)?	
Would it be beneficial to communicate with industry employers and associations to get their input on the content and intended outcomes they believe will best serve students beginning their professional careers?	
Have you identified learning outcomes that also speak to transferable employability skills (professional communication, time management, organizational skills, professional politesse, etc.)	
How will you reinforce learning objectives through assignments and activities?	
How will learning outcomes be communicated to students and host organizations? Who is responsible for this communication?	

Experiential Learning Curriculum Design	
In what ways will you integrate theory and practice? How will the EL activity expand on and support the theory and research that is foundational to the program?	
What topics will you cover before the experience begins?	
What reflection activities best suit the style of the course and the needs of your students?	
What reflection activities will enable students to synthesize new knowledge and perspectives from the EL activity?	
What opportunities will there be for students to experiment with new knowledge and enhance their understanding?	
Evaluation	
How will you assess the EL component? How will you assess and evaluate reflection pieces?	
Have you developed a rubric for the EL component? Have you developed a rubric to assess reflection?	
If the course involves an employer partner, will the employer have a role to play in monitoring progress and providing evaluation? If so, what weight will be assigned to employer evaluation?	
If group work is involved how will work be assigned, monitored and evaluated?	
Resources	

What resources are required to ensure a successful EL program (administrative oversight, student evaluation and monitoring, employer outreach, materials, debriefing time and rooms booked)?	
Have you finalized approvals and scheduling with administrators and partners?	
What support/materials for students will be provided? For example: an internship manual to help students connect with their intended learning outcomes, develop workplace literacy, and make the most of their experience.	
If the course involves an internship where most of the student's time is in the workplace, it may be important to have more frequent monitoring to ensure the students are coping. Has this been addressed?	
What support for host site supervisors will be provided? For example: a supervisor guide to ensure partner organizations are aware of their role in the process, provide tips for successful coaching and evaluation, and summarize risk management responsibilities.	
Are all the Faculty and Teaching Assistants involved in the course clear on learning outcomes and the details of their participation?	
If an employer is involved in evaluation, who monitors this and communicates with the partner? Over what time period?	
Who will oversee the risk management & privacy components, and what information, support and resources will they need? For more details, see "EL Logistical Planning Chart"	
Course Evaluation	
What steps will you use to evaluate the success of the course and the achievement of intended learning outcomes?	

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Learning Plan: Guide & Sample

What is a learning plan in the context of Experiential Learning?

A learning plan, or learning contract, is an individualized document that allows each student to document their personal learning outcomes for an experiential learning opportunity. The learning plan encourages students to make connections between course learning outcomes, personal learning goals and the tasks performed during the experience.

Why use a learning plan when facilitating Experiential Learning?

A learning plan acts as an important tool for tracking learning outcomes specific to the experiential learning opportunity. When developed in partnership between students, faculty and site supervisors (when applicable), the learning plan ensures that everyone involved in the experiential learning opportunity is clear on what the student is expected to learn, how they will learn it, and how achievement of those specific learning outcomes will be assessed. Learning plans also improve student engagement by increasing ownership of their own learning, enhancing self-directed learning skills and creating a starting place for reflective conversations.

What makes an effective learning plan?

- Learning outcomes that are clear, measurable, and realistic
- Specific tasks that will be used to achieve the learning outcomes
- Methods and timeframes for assessment of the identified learning outcomes
- Opportunities for feedback (from instructor/supervisor to students, between students, and from student to instructor/supervisor)
- Ability to make ongoing modification of tasks and plans in relation to the changing context of the experience and available resources

Who plays what roles when developing and implementing learning plans?

Instructor

- Assist students in determining which course/program-level learning outcomes are to be achieved through the experience
- Guide students in making connections between personal learning goals and program/course learning outcomes
- Use feedback and coaching to guide them towards writing clear, measurable and realistic learning outcomes on the learning plan
- Assist students in determining the best methods for assessing achievement of learning outcomes (i.e. supervisor/instructor feedback; peer feedback during discussions; class assignments; performance evaluations)
- Schedule time for students to share and reflect upon their learning plan with peers, instructors and/or site supervisors before, during and after the experience

Student

- Write learning outcomes that reflect course/program-level learning outcomes that align with personal learning goals
- Discuss the various activities/tasks to be performed during the experiential learning opportunity with faculty and/or site supervisors to ensure learning outcomes align with performance expectations during the experience
- Identify how the learning outcome will be assessed and any resources or additional supports required

Site Supervisor (if applicable)

- Schedule time to review the learning plan with the student at the beginning of the experience
- Ensure the identified learning outcomes align with the student's role
- Contribute to the development of the learning plan by identifying key tasks or activities that create opportunities for the student to achieve the identified learning outcomes
- Make suggestions for ways that student can assess achievement of learning outcomes
- Schedule time with the student to discuss and reflect upon student learning/performance in relation to the identified learning outcomes

References

Ash, S.L. & Clayton, P.H. (2009). Generating, deepening, and documenting learning: the power of critical reflection in applied learning. Journal of Applied Learning in Higher Education, 1, 25-48.

Biggs, J. (1996). Enhancing teaching through constructive alignment. Higher Education, 32(3), 347-364. 10.1007/BF00138871

Boyle, P., & Trevitt, C. (1997). Enhancing the quality of student learning through the use of subject learning plans. Higher Education Research and Development, 16(3), 293-308. 10.1080/0729436970160304

Higher Education Quality Council of Ontario. (2016). A practical guide for work-integrated learning (pp. 1–192). Government of Ontario. Retrieved from http://www.heqco.ca/SiteCollectionDocuments/HEQCO_WIL_Guide_ENG_ACC.pdf

Sample Learning Plan

Applicable Course Learning Outcomes (LO): What do I intend to learn?	**Rationale:** Why is this learning outcome important?	**Learning Activities/Tasks:** How will I best learn this? Which learning activities/tasks during the experience will help me meet this learning outcome?	**Assessment Criteria:** How will my learning be assessed? How will I know that I've achieved my learning outcome?	**Support/ Resources Required:** What additional resources or supports are there?
TIP: Write learning outcomes that are clear, measurable and realistic; ensure learning outcomes reflect student's personal learning goals while also being connected to the course/program level learning outcomes.	*TIP: Encourage students to draw connections between learning objectives and career, values, long-term goals*	*TIP: Include specific tasks that will be used to achieve the learning outcomes*	*TIP: Include method and timeframe for self, peer and/or instructor/supervisor assessment*	*TIP: Encourage students to draw connections between learning objectives and career, values, long-term goals*
LO: 1				
LO: 2				
LO: 3				
LO: 4				

Adapted from HEQCO, "*A Practical Guide for Work Integrated Learning* (2016)

NOTES

Student-Host Supervisor Agreement

The following agreement can be used to outline the responsibilities of the student and the host supervisor during an experiential learning opportunity with a host organization. Generally, the student and host supervisor would complete this form together during their first meeting and return to the Faculty/Staff member coordinating the experience.

Student Name:

Student Number:

Student Contact Information (phone and email):

Course:

Faculty Member Name:

Faculty Member Contact Information (phone and email):

Term:

Name of Host Organization:

Name of Supervisor:

Supervisor Contact Information (phone and email):

Dates of Placement:

Days/Hours at Placement:

Student's Emergency Contact:

1. Learning Objectives: Please list applicable course learning objectives

2. Onboarding: Please list any onboarding documents/requirements the student must complete at the start of the placement/opportunity.

3. Below is a list of professional skills based on the Queen's Learning Outcomes Framework. Use these skills to identify key skills the student will develop based on placement-specific tasks.

Professional Skills	
• **Leadership & Initiative** (Communicates vision, and tasks clearly & authentically; Values, considers and supports differences; Assesses efficiency and proactively leads solutions and new projects)	• **Organization, Time & Project Management** (Plans and manages time and resources to achieve goals; Defines objectives, selects priorities, manages workload and delegates when required)
• **Written & Oral Communication** (Expresses ideas clearly and convincingly using a variety of verbal and non-verbal methods appropriate to audience; Actively listens to understand)	• **Attention to Detail** (Completes tasks with accuracy, diligence and care; Clearly follows procedures; Locates gathers and organizes data effectively)
• **Self-Management** (Manages and evaluates own learning, behaviour, well-being and values while practicing ethical decision-making)	• **Adaptability** (Changes approach in new situations; Open and responds constructively to feedback; Learns from mistakes; Copes with uncertainty)
• **Collaboration & Teamwork** (Makes meaningful contributions in a group environment; Understands group dynamics and respects and values diversity of perspectives in interactions)	• **Fostering Inclusion** (Seeks perspectives of diverse voices; Identifies and addresses systemic barriers to inclusion and access in their work)
• **Critical Thinking & Problem Solving** (Analyses root cause of problems; Identifies and evaluates strengths and weaknesses of arguments, beliefs and assumptions in complex situations)	• **Intercultural Competence** (Reflects on personal identify, prejudices and biases; Seeks to understand different cultures; Builds multiple cultural frameworks, values and norms)
• **Other** (Add additional job specific or industry specific professional skills)	

**Adapted from the Queen's University Learning Outcomes Framework*

Complete the chart below by choosing 2-5 skills that you will develop in your role and record the related tasks and projects that will help you develop those skills.

Professional/Course-Specific Skill	Related Task/Project
1.	
2.	
3.	
4.	
5.	

STUDENT-SUPERVISOR AGREEMENT

Student Agrees to:

- Fulfill the assigned tasks by, producing high quality work
- Work within the agreed-upon framework for the placement/opportunity
- Be reliable and trustworthy, meeting expectations and deadlines to the best of one's ability
- Report any difficulties or concerns in a timely manner to the supervisor and, when appropriate,
- In the event of illness or injury, the Student will contact the Supervisor and the Faculty member, and will advise him/her of the situation so that further appropriate action can be taken to resolve the situation

Supervisor Agrees to:

- Provide training to assist the intern in fulfilling responsibilities
- Supervisor and mentor the student through the duration of the placement/opportunity or find a suitable replacement if necessary and notify the student and faculty member
- Provide ongoing feedback to the student
- When applicable, provide adequate work-space, support and supplies to enable the student to function effectively in their role
- Complete the performance assessment at the end of the placement/opportunity

Student Signature:

Date:

Supervisor Signature:

Date:

Faculty Member Signature:

Date:

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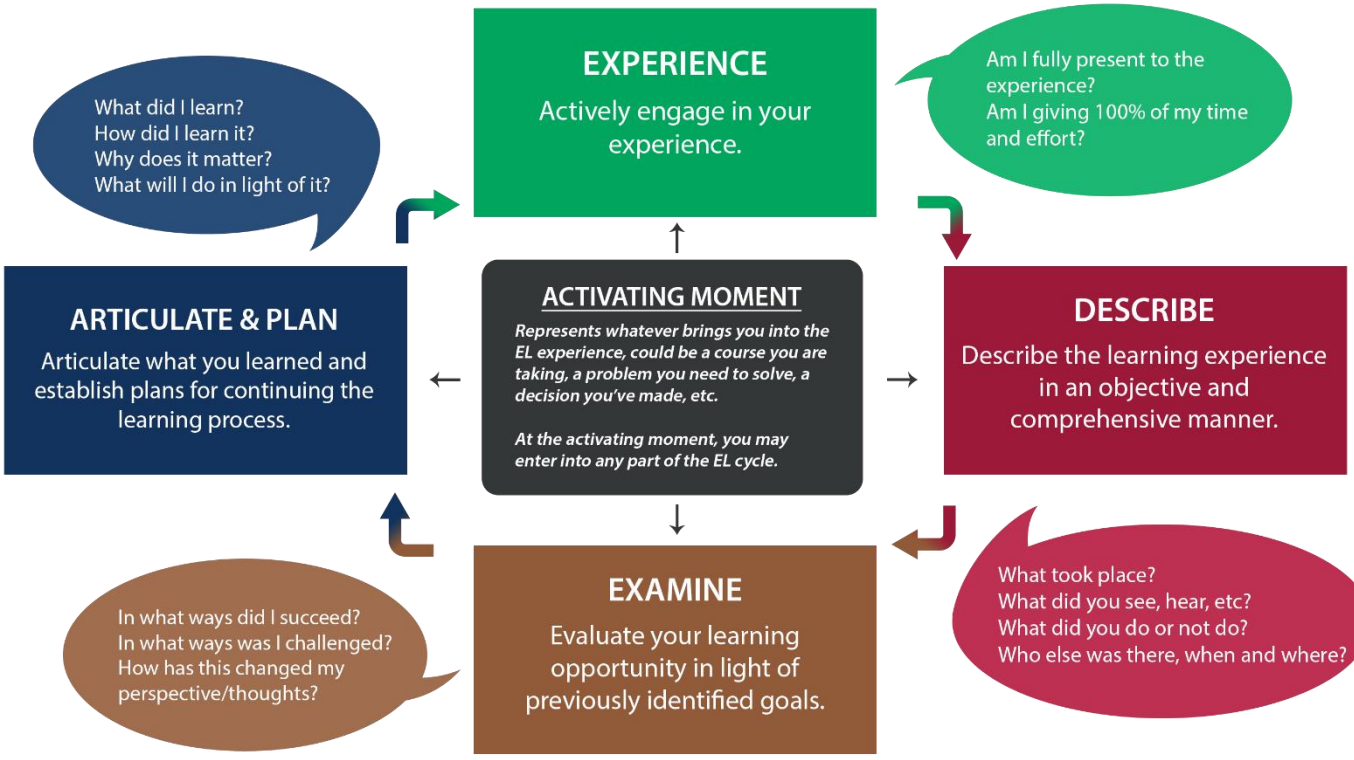
DEAL Model for Critical Reflection: Intro & Questions

The DEAL model was developed by Dr. Sarah L. Ash of North Carolina State University and Dr. Patti H. Clayton of PHC Ventures/Indiana University-Purdue University Indianapolis[3]. Their work on reflective practice in the context of applied and experiential learning has been widely adopted across North American post-secondary institutions as a guiding framework for critical reflection.



To begin…

Objectively DESCRIBE your experience by choosing 2 or 3 key experiences to focus the reflection on. Consider successes or challenges in relation to the learning goals you set out at the beginning of your experience.

- What were the most significant or reflection-worthy experiences?
- Where was I?
- Who else was there?
- When did this experience take place?
- What was said?
- What did I/others do?
- Why were we there?

[3] This document is adapted from Duke Trinity College of Arts and Science, Service Learning website, 2019: https://servicelearning.duke.edu/sites/servicelearning.duke.edu/files/file-attachments/deal-reflection-questions.original.pdf and PHC Ventures, Patti H. Clayton, 2013. https://curricularengagement.com

Now we can EXAMINE those experiences through three different lenses.

Examine Experience from a Personal Perspective

- How did this experience make me feel (positively and/or negatively)?
    - How did I handle my emotional reactions?
    - Do I believe I should have felt differently than I did?
- What assumptions or expectations did I bring to the situation (including my assumptions about other persons involved) and how did they affect my actions?
    - To what extent did they prove true?
    - If they did not prove true, why was there a discrepancy?
- How have past experiences influenced the way I acted or responded to this situation?
    - Am I comfortable with the influence past experiences has on me?
- What personal strengths / weaknesses of mine did the situation reveal?
    - In what ways did they affect the situation, positively and negatively?
    - What might I do to build on strengths/ overcome weaknesses?
- Why did I, or did I not, have trouble working/interacting with other people?
    - What might I do differently next time to minimize such difficulties?
- What personal skills did I draw on in handling this situation?
    - What personal skills would I like to have had in order to have handled it better and how might I develop them?
- How did this situation reveal my own attitudes or biases, toward other people, toward the organization in question, etc.?
    - Do I need to make any changes?

Examine Experience from a Civic Perspective

- What was I / someone else trying to accomplish?
    - In taking the actions I / they did, was the focus on symptoms of problems or causes of problems? Was the focus (symptom or cause) appropriate to the situation?
    - How might I / they focus more on underlying causes in the future?
- What roles did each person / group / organization involved in the situation play and why?
    - What alternative roles could each have played?
- Did I / other individuals act unilaterally or collaboratively and why?
    - Should I / they have worked with others in a different way?
- Did I reinforce or challenge an assumption or social system by the way I acted?
    - How does this experience highlight the relationship between and larger systems?
- How else could I have handled the situation? Identify both the paths of least resistance and the paths of greater resistance.
    - Why did I / others follow the path I / they did?
- What agendas did I and others bring to the situation? Are these agendas appropriate?
    - Are they understandable?
    - Are they shared?

    - How are these agendas related to larger social or cultural issues?
- In what ways did power differentials emerge in this experience?
    - What are the sources of power in this situation and who benefits and is harmed?
    - In what ways might any dependencies be eliminated?
- What privilege did I/others bring to this situation?
    - What are the sources of such privilege? How am I, or others, disempowered by lack of privilege?
- How did leadership emerge in this situation, on my part and/or on the part of others?
    - What is in the interest of the common good in this situation?
    - In what ways is the individual good (mine or that of other people) linked to and/or contrary to the common good? What trade-offs between them are involved?
- In what way did any other trade-offs (long-term / short-term; justice / efficiency; etc.) emerge in this situation? Were the trade-offs made appropriate or inappropriate and why?
- What changes does this experience suggest are needed: within my group, within the organization, within our society more generally?
    - How can these changes be accomplished: with individual action or collective action / working within the system or challenging the system / etc.?
- How does this experience help me to better understand the organization's vision, mission, and goals?
    - What does it reveal to me about the relationship between the organization and those it serves?
    - What does it suggest about how this relationship might be improved?

Examine Experience from an Academic Perspective

- What specific academic material is relevant to this experience?
    - Explain the concept, theory, etc. clearly and concisely so that someone unfamiliar with the material could understand it
- How did the material emerge in the experience? When did I see it or note its absence?
    - How did I or should I or someone else use it?
- What academic (e.g. disciplinary, intellectual, professional) skills did I use/should I have used?
    - In what ways did I/others think from the perspective of a particular discipline and with what results?
    - How was I able to apply a skill, perspective, or concept related to the academic material?
- How does this experience enhance my knowledge of a specific reading, theory, or concept?
    - Does it challenge or reinforce my prior understanding?
- In what specific ways are my understanding of the material or skill and the experience the same and in what specific ways are they different?
- What are the possible reasons for the difference(s) or inadequacies?
    - e.g. bias, assumptions, lack of information on my part or on the part of the author/instructor/community?

    - What questions should I ask to put myself in a better position to judge the adequacy of the material?
- Based on analysis of the experience in light of the course material, is the material (or my prior understanding of the material) adequate?

Finally, we want to work towards ARTICULATING what we've LEARNED.

"I learned that" …

- Express an important learning, not just a statement of fact
- Provide a clear and correct explanation of the concept(s) in question so that someone not in the experience could understand it.
- Explain your enhanced understanding of the concept(s), as a result of reflection on the experience
- Express in general terms, not just in the context of the experience (so that the learning can be applied more broadly to other experiences)

"I learned this when" ….

- Connect the learning to specific activities that gave rise to it, making clear what happened in the context of that experience so that someone who wasn't there could understand it.

"This learning matters because" …

- Consider how the learning has value, both in terms of this situation and in broader terms, such as other organizations, communities, activities, issues, professional goals, courses, etc.

"In light of this learning" …

- Set specific and assessable goals; consider the benefits and challenges involved in fulfilling them
- Tie back clearly to the original learning statement.

Future directions…

- In what ways will I use this learning, what goals shall I set in accordance with what I have learned in order to improve myself and/or the quality of my learning and/or the quality of my future?

Designing Reflection: Intro & Questions

Below is a list of elements to consider when designing reflection activities. By incorporating these principles into the design of reflection activities, you can help to ensure reflection components encourage critical thinking and support learning objectives. These principles and questions suggest additional content students can explore to enrich their reflection.

1. Design Connections Between Theory & Practice

Design course reflection activities that encourage students to make connections between academic learning and professional experience.

Students may experience a tension between theory and practice. This is a good thing because it encourages your students to think critically about both learning spaces (classroom and workplace). As a curriculum developer you can develop exercises that challenge your students to develop new perspectives on coursework informed by their experience in the professional sphere.

Sample Reflection Questions:

1. What aspects of the experiential learning (EL) activity relate to classroom instruction?
2. In what ways did your academic studies prepare you for the field?
3. In what ways did classroom theory differ from what you experienced in the professional sphere?
4. In what ways could your knowledge of course material be applied in the workplace to improve processes or other aspects of work?

2. Draw Connections to Broader Social Issues

Students tend to be more engaged with learning when it has personal relevance to them (their career, prior experience, interests), and when they see connections with larger social issues (ecology, sustainable development, financial ethics). Reflection activities can encourage your students to draw connections between their experience in the professional sphere and broad social issues.

Sample Reflection Questions:

1. What aspects of the EL activity relate to broader social issues which interest you?
2. Have you learned anything during your EL activity that has reshaped your opinion or understanding of a larger social issue?
3. What knowledge or skills that you have learned in the classroom could help you make a positive change in the world?

4. Describe how your EL activity changed the way you would approach a future project in your field (infrastructure project for a civil engineer; development project for a global development studies student, etc.)
5. Has your experience in the professional sphere changed your feelings about what type of company or work you plan to be involved with in the future? If so, explain how.

3. Encourage Self-Assessment

Depending on your course learning objectives it may not be enough for students to reflect on 'how they felt' during an experience. This is an important first step in reflection but it may not go far enough towards enhancing the learning experience and achieving learning outcomes. Reflection activities can be designed to encourage your students to examine their role in the EL activity, its impact on how they perceive themselves, their future role in the profession, and their role in the wider world.

Sample Reflection Questions:

1. Would you participate in this experience again? Why or why not?
2. If you could change one thing about your role in this experience what would it be?
3. Name one thing you will do differently in your next professional experience?
4. What have you learned about yourself (strengths, interests, career goals) as a result of this experience? How has this informed your future professional, academic or personal goals?

Self-assessment reflection activities are also useful in helping students to question their assumptions about the world, the profession and their place in both. Throughout the experiential learning process, learners can be prompted to pose questions, experiment, solve problems, and construct meaning.

Sample Reflection Questions:

1. How did your experience change the way you look at global development?
2. Through the experience did you become aware of any personal assumptions or biases that you previously held? Why did your perception change?
3. Has the experience changed the way you would approach future development efforts? What in particular would you change about your approach?
4. During your EL activity did you utilize perspectives and skills from disciplines other than your own to achieve a goal or complete a project? How might you use interdisciplinary knowledge in the future?

5. Based on your recent experience in the field, what areas of academic specialization would benefit you the most in future professional work? Are there areas of study you need to focus on? If so, how will you accomplish this?

4. Link Back to Course Learning Objectives

Learning outcomes are usually provided to Queen's students at the beginning of a course in order to encourage students to take ownership over their learning experience, to help shape the experience, and also to encourage the development of metacognitive skills. Reflection exercises can be utilized to encourage your students to connect the EL activity with course learning objectives.

Sample Reflection Questions:

1. Describe the internship in reference to course or program learning objectives. Use specific examples to explain what you learned during your experience. Why is this knowledge important to you?
2. If you were the course designer, what learning objective(s) would you add to the course description? Explain why you think the learning objective(s) should be added and what benefit you believe it would provide to future students.

5. Encourage the Development of Professional Soft Skills

If the EL activity is in a workplace, curriculum developers may want to identify the development of professional soft skills as part of the program's learning objectives. For many students this will be the first chance they have to experience a professional environment, and it is an invaluable opportunity for them to learn about professional politesse and other workplace-specific soft skills. Networking, leadership, business communication, and expectations around quality and consistency of work output are all potential areas for learning.

Reflection activities can help students identify, frame, and refine the soft-skills they may be learning in the workplace. What is more, structured reflection activities can help students become more adept at communicating what they have learned - a vital skill for job interviews.

Sample Reflection Activities:

1. Would you describe the project you worked on as a collaborative effort with contributions from many parties, or was it accomplished mainly through individual work? Do you think this was the best way to achieve the results? Why?
2. Have you noticed or experienced communication challenges among team members during your current project? Why do you think this is happening? Is there anything you can do to improve the quality of communication on the team?

3. Looking back on your EL activity, was there someone you worked with closely or admired at the company? What do you believe are that person's core qualities or strengths? How do these qualities help this individual succeed in his work?
4. What have you learned about professional communication in the workplace? How would you communicate differently in a similar environment in the future?
5. Did you receive any feedback about communication or other soft skills that changed the way you approached relationships with people in the office? If so, describe how.
6. What networking techniques helped you develop relationships with other employees during the internship? What advice would you give to another student who might consider an internship at the company in the future?

6. Link to Future Behaviour

Reflection questions can encourage your students to take action to improve their workplace experience and then apply it to future professional contexts. Both of the reflection questions below are copied from guideline number five above. These examples include a question that prompts the student to apply what they have learned to future professional behaviour.

Sample Reflection Questions:

1. What have you learned about professional communication in the workplace? How would you communicate differently in a similar environment in the future?
2. What networking techniques helped you develop relationships with other employees during the internship? What advice would you give to another student who might consider an internship at the same company in the future?

Experiential Learning Assessment Rubric: Guide & Sample

Below is a list of actions, behaviours and skills students may demonstrate during each phase of the Experiential Learning Cycle.

1. Concrete Experience

During the concrete experiences, learners:

- Engage with experience by interacting with others and/or their environment
- Observe differences or similarities between the real world situation that is being experienced and what they perceive to be an ideal experience based on theoretical learning
- Carry out acts of problem solving in the real world setting
- Draw on prior knowledge to make judgements and decisions in the moment
- Question their own prior knowledge, theoretical learning and/or the ideas and opinions of others

2. Reflective Observation

After the concrete experience, learners:

- Work individually or in groups to recount events and objectively describe what they observed during the experience
- Reprocess events and activities to share them in a logical way with others
- Recognize perspectives other than their own
- Identify and describe differences or similarities between the real world situation that is being experienced and what they perceive to be an ideal experience based on theoretical learning
- Respond to prompts from instructors and peers by elaborating on their description of events
- Analyze events and form thoughtful judgements
- Consider how their presence may have influenced the activities or actions they observed during the experience

3. Abstract Conceptualization

After engaging in reflective observation, learners:

- Apply logic, theory and concepts to the experience
- Demonstrate increased awareness of the complexity of issues and situations
- Apply and adapt skills and/or knowledge learned during the experience to enhance their comprehension of academic concepts and theories
- Respond to external prompts to draw connections between theory and practice
- Consider the implication of events and activities observed during the experience for themselves and others

- Consider and design solutions to problems or situations observed

4. Active Experimentation

After analyzing and conceptualizing the experience, learners:

- Create practical applications to solve the issues identified during the concrete experience
- When possible, re-enter the experience to experiment with their solutions
- Create plans for how to implement solutions or make personal changes in the future based on insights drawn from the experience
- Reflect on the insights gained from participating in the experiential learning cycle

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Experiential Learning Assessment Rubric

Phase	Criteria	Advanced	Accomplished	Developing
Concrete Experience	Engaging with planned activities and the learning environment	Actively engages with and interacts with others and the planned activities and/or environment	Interacts with others and is engaged in the planned activities and/or environment	When prompted, Interacts with others and/or the planned activities and environment
	Recognizing and solving problems if/when they arise during the experience	Explores or solves complex problems as they arise. Uses problem solving strategies where appropriate and reflects on problems to build a future self-schema for problem solving	Recognizes some problems as they arise and uses problem solving strategies when necessary	Follows instructions and observes problems if/when they arise.
	Using prior knowledge to make decisions during the experience	Draws on prior knowledge to confidently make judgements and decisions in the moment; student begins to question their prior knowledge, theoretical learning and/or the ideas and opinions of others	Activates and then demonstrates the use of prior knowledge to make judgements and decisions in the moment, when necessary.	Makes basic decisions during the experience; student avoids making decisions that require drawing on previous knowledge or using personal judgement
Reflective Observation	Describing events	Reprocesses and reflects on events by objectively describing what they observed during the experience in a logical manner, giving consideration to how their presence in the situation may have influenced the activities or actions they observed	Recounts events by objectively describing what they observed during the experience in a logical manner	Student works individually or in a group to recount events and objectively describe what they observed during the experience
	Recognizing and describing personal biases and multiple perspectives	Recognizes and elaborates on their own biases and perspectives as well as the perspectives of others who were involved in the experience	Recognizes and elaborates on own biases and perspectives when describing their experience	Acknowledges own biases and perspectives when prompted by instructor or peers

Abstract Conceptualization	Making connections between the practical experience and academic theory or concepts	Draws conclusions by connecting examples from the concrete experience to theory/concepts from multiple fields of study or perspectives	Makes connected between the concrete experience and theory/concepts from more than one field of study or perspective	When prompted, makes connections between the concrete experience and theory/concepts from fields of study directly related to the experience
	Understanding the complexity of issues and situations	Demonstrates holistic understanding of complex factors contributing to problems or issues observed during the concrete experience	Demonstrates understanding of multiple factors contributing to problems or issues observed during the concrete experience	Demonstrates increased awareness of the complexity of issues and situations
	Identifying and analyzing the implication of events and activities on self and others	Analyzes the immediate and long-term implication of events and activities observed during the experience for themselves and others	Understands the immediate implication of events and activities observed during the experience for themselves and others	When prompted, recognizes the immediate implication of events and activities observed during the experience for themselves and others
Active Experimentation	Solving problems	Creates innovative applications to solve issues or problems identified during the concrete experience	Designs practical applications to solve issues or problems identified during the concrete experience	Assesses and evaluates proposed solutions to the problems or issues encountered during the experience
	Reflecting on learning and making plans for the future	Evaluates the complex contextual factors that contributed to their learning through the experiential learning cycle and makes plans that create opportunities to apply learning in diverse contexts	Identifies the complex contextual factors that contributed to their learning through the experiential learning cycle and makes plans to apply learning in the future	Describes learning that occurred by participating in the experiential learning cycle

DEAL Model in Short: Questions & Rubric

Ash & Clayton's (2009) DEAL Model for Critical Reflection is frequently cited as a guiding theoretical framework for strategic engagement in the reflective process. The framework describes reflection as a three-step process:

Description

Description of learning experiences in an objective and comprehensive manner

Guiding Questions:

- What took place?
- When and where did the experience in question take place?
- Who was and was not present?
- What did you and other do/not do?
- What did you see, hear, etc.?

Examination

Examination of learning opportunities in light of previously identified goals or expected outcomes of learning

Guiding Questions:

- In what ways did you succeed or do well?
- In what ways were you challenged?
- How did this experience make you feel?
- How was your perspective/thoughts changed in light of your experience?

Articulation of **L**earning

Acknowledges the learning experience that occurred and establishes goals for future action in the learning process

Guiding Questions:

- What did you learn?
- How did you learn it?
- Why does it matter?
- What will I do in light of it?

Criteria	Advanced	Accomplished	Developing
Describes experience in an objective and detailed manner	Describes the experience in an objective manner, with detailed reference to the events and activities they observed, including the actions of others. Pays particular attention to who was and was not present, what others did and did not do, yet avoids interpreting those actions. Describes their personal roles and responsibilities, and how they contributed to the outcome of events.	Describes the experience with detailed references to the events and activities they observed, including the actions of others. Describes their personal roles and responsibilities and how they contributed to the outcome of events.	Describes the experience with reference to the events and activities they observed, as well as their personal roles and responsibilities
Examines experience in light of specific learning goals or objectives	Examines which internal (i.e. personal characteristics) and external factors (i.e. peers, instructors, environment) were most significant to achieving learning goals and evaluates which factors posted the great challenges in light of achieving specific learning goals.	Examines internal (i.e. personal characteristics) and external factors (i.e. peers, instructors, environment) that contributed to achieving their learning goals. Identifies challenges in light of achieving specific learning goals.	Examines the ways in which they succeeded or did well in the experience, and what challenges they faced.
Articulates learning, including goals for future action that can be taken forward into the next experience	Articulates how their prior theoretical knowledge or skills were expanded, challenged or developed as a result of the experience and sets specific short and long term goals for applying learning in the future. Considers the benefits and challenges associated with fulfilling these goals.	Articulates what theoretical knowledge or skills they gained as a result of the experience and sets specific short and long term goals for applying learning in the future.	Articulates what situations, tasks, or activities contributed to their learning during the experience and sets goals for applying learning in the future.

Adapted from: Ash, S.L. & Clayton, P.H. (2009) Generating, deepening, and documenting learning: the power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education*, *I*, 25-48.

Sample Assessment of Student Placement Performance

Placement Host Supervisor Instructions

After completing the student-host supervisor agreement, where you identified key skills the student will develop through placement-specific tasks, please complete this Assessment of Student Placement Performance. Please schedule a formal meeting to discuss your feedback with the student.

Overall Assessment

1. Did the student complete the minimum hour requirement? Yes / No
   Please indicate the number of placement hours completed: _____

2. Indicate this student's top three strengths:
   -
   -
   -

3. Indicate three areas in which this student could improve:
   -
   -
   -

4. The four categories for placement performance assessment and the component criteria that you will consider in each category are outlined below. For each component of each category, select the number that best represents the student's performance.

Not applicable N.A.	**Excellent 5 marks**	**Very good 4 marks**	**Good 3 marks**	**Below average 2 marks**	**Poor 1 or 0 marks**
	Student is very proficient, highly skilled and motivated, and performance can be improved only slightly	Student's skill in this area is well developed, with some room for improvement	Performance is satisfactory; student is capable in this area, has a positive attitude, and self-improvement is evident	Level of competency is below that required; greater effort and/or training is needed	Level of competency is very low; attitude and motivation for improvement are not exhibited.

Category 1 – Responsibility for Own Learning

Rate your student on each item below by selecting the number that corresponds to the assessment scale. Please include comments and examples to support your assessment.

	N.A.	Excellent	Very good	Good	Below average	Poor
Motivation and enthusiasm	N.A.	5	4	3	2	1
Motivation and eagerness to learn and to optimize the learning experience; Interest and enthusiasm in approaching work tasks; Degree to which the student takes responsibility for his/her learning objectives						
Work habits	N.A.	5	4	3	2	1
Reliability in preparing for and completing tasks; Regularity of attendance and punctuality; Diligence in following instructions; Adherence to good safety practices, and appropriateness of appearance and presentation; Responsibility in meeting commitments made to the mentor and placement organization						
Initiative / Self-starting ability	N.A.	5	4	3	2	1
Initiative to accept responsibility, to seek new challenges, assignments and projects, to increase his/her level of knowledge and skill, and to assume ownership of his/her role in the workplace; Initiative in ongoing communication and collaboration with mentor (e.g., initiating placement performance evaluation(s) in a timely and effective manner)						
Openness to suggestions/criticism	N.A.	5	4	3	2	1
Student's ability to learn from others, to accept suggestions and criticism positively, and to modify behaviour in response to feedback						
General comments regarding student's taking responsibility for his/her own learning:						

Total for "Responsibility for Own Learning": _____ /20

Category 2 – Competence in Placement Activities

Rate your student on each item below by selecting the number that corresponds to the assessment scale. Please include comments and examples to support your assessment.

	N.A.	Excellent	Very good	Good	Below average	Poor
Knowledge base	N.A.	5	4	3	2	1
Degree to which student demonstrates and uses relevant knowledge and skills in completing placement activities; Student's understanding of his/her duties and role in his/her placement position						
Organization and planning	N.A.	5	4	3	2	1
Degree of organization and planning for placement activities; Ability to manage time on tasks and complete work in a timely manner						
Communication skills	N.A.	5	4	3	2	1
Ability to communicate information and ideas in both writing and speaking in a manner that is clear, grammatically correct and appropriate to the audience; Ability to express own ideas and opinions openly using language that demonstrates respect for people and their differences; Ability to listen to others' ideas and opinions with an open mind						
Quality of work	N.A.	5	4	3	2	1
Quality and effectiveness of student's performance in carrying out assigned tasks						
General comments regarding student's competence in placement activities:						

Total for "Competence in Placement Activities": _____ /20

Category 3 – Critical Thinking

Rate your student on each item below by selecting the number that corresponds to the assessment scale. Please include comments and examples to support your assessment.

	N.A.	Excellent	Very good	Good	Below average	Poor
Creativity	N.A.	5	4	3	2	1
Level of creativity and innovation as demonstrated; Ability to seek new and better ways of doing things						
Adaptability	N.A.	5	4	3	2	1
Ability to learn from the placement experience, to react to unexpected circumstances, to be open to new ideas and to appreciate, accept and learn from differences in the experiences of others						
Self-evaluation	N.A.	5	4	3	2	1
Ability to accurately assess his/her own level of effectiveness and competence in practice and to identify strengths and learning needs						
Application of ideas	N.A.	5	4	3	2	1
Student's ability to analyze work situations, make appropriate decisions and act on them; Degree to which the student can evaluate and make constructive suggestions regarding work and your organization						
General comments regarding student's judgement and critical thinking skills						

Total for "Critical Thinking": _____ /20

Category 4 – Relations in The Workplace

Rate your student on each item below by selecting the number that corresponds to the assessment scale. Please include comments and examples to sup port your assessment.

	N.A.	Excellent	Very good	Good	Below average	Poor
Interpersonal and intercultural skills	N.A.	5	4	3	2	1
Degree to which student has effective and positive relationships with personnel at all levels of your organization, such that interactions are productive and sensitive to the needs of others; Degree to which student shows consideration and respect to others and maintains purposeful working relationships that respect diversity (of culture, beliefs, sexual orientation…); Ability of student to cooperate and work effectively with others						
Understanding of Workplace	N.A.	5	4	3	2	1
Student's effort to increase his/her knowledge of the organization, its mission, policies, rules and regulations in relation to the work performed; Degree to which student understands priorities and can determine what shall be done, by whom, where or how						
General comments regarding student's relations in the workplace						

Total for "Relations in the Workplace": _____ /20

OVERALL SCORE

Category	Mark
Responsibility for Own Learning	/20
Competence in Placement Activities	/20
Critical Thinking	/20
Relations in the Workplace	/20
TOTAL	/80

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This Sample Assessment tool was replicated, with minor adjustments, from: Higher Education Quality Council of Ontario. (2016). *A practical guide for work-integrated learning* (pp. 45-50). Government of Ontario.

NOTES

NOTES