Final Report of the Aligning and Building Curriculum Knowledge Exchange Network Project

Prepared by the Aligning and Building Curriculum (ABC) Planning Team
for the Higher Education Quality Council of Ontario

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Introduction

A consortium of six colleges in Eastern Ontario have been working together for the past eight years to support faculty as they work to design, review, and revise curriculum at both the program and course level. Eight cohorts of faculty from the contributing colleges have participated in a two-part program called Aligning and Building Curriculum (ABC).

In fall 2008 this group launched an ABC Curriculum Resource Project. Phase 1 of the project focused on developing a website to house a variety of curriculum resources, tools, and web links that are useful to ABC participants as they engage in curriculum work. The resources are organized to support a conceptual framework for curriculum design (Curriculum Road Map) that was developed by this group to frame curriculum work in college programs. More information about the program can be found on the program website at http://innovation.dc-uoit.ca/abc/. In 2009-10, with the support of the Higher Education Quality Council of Ontario (HEQCO) funding, the participating colleges were able to build on this work to engage ABC participants in using a knowledge exchange network (ABC-KEN). ABC-KEN allowed them to share knowledge about curriculum and to contribute to the expansion of curriculum resources available to ABC participants and to others working on curriculum in Ontario's colleges. Curriculum information, tools, and links to curriculum cases and the ABC-KEN site can be found on the ABC Curriculum Resources website at http://abcresource.loyalistcollege.ca/index.htm.

Given the success of the 2009-10 project, which provided insights into the use of a knowledge exchange network to mobilize, shape, extend, and share knowledge and tools for aligning and building curriculum, the ABC Planning Team was eager to address an additional research question:

How can curriculum resource materials (policies, tools, processes, and practices) used in Ontario's community colleges be identified, shared, adopted, and extended to build capacity for curriculum development in the college system?

The team sought guidance and support from HEQCO to strengthen and extend ABC-KEN beyond the scope of the Eastern Region colleges. We welcomed the resulting opportunity to share the success of the ABC Program, Curriculum Resources Website, and KEN with public colleges across the province. This report documents the activities undertaken, results obtained, and lessons learned, including the current status of the provincial curriculum knowledge exchange network initiative (PCKEN).

We are truly grateful for the support we have received from many groups and individuals who assisted with this project. First we would like to thank the members of the 2010-11 ABC cohort who successfully collaborated with their peers to create and share innovative, valuable curriculum tools using the Curriculum Conversations framework and ABC-KEN. We also thank Tom Carey from HEQCO and Valerie Lopes from Seneca College who both freely shared their expertise related to knowledge exchange networks and offered ongoing advice and support. Thank you to Neil David at Seneca who continued to provide invaluable technical support to our ABC-KEN users. We would like to especially thank the executive and members of the

Curriculum Developer's Affinity Group (CDAG) who enthusiastically endorsed and championed the vision of a provincial curriculum knowledge exchange network and who continue to work in collaboration with the ABC Planning Team to support the realization of this vision. We also appreciate the generous support of the staff of the Centre for Academic and Faculty Enrichment at Durham College.

Actions Taken and Results Realized

To work with curriculum developers in targeted colleges across Ontario to identify a strategy and framework for developing a provincial curriculum knowledge exchange network.

To explore ways to promote the use of curriculum resources for training and development of college faculty and for just-in-time support for teachers engaged in curriculum work.

To revise ABC-KEN tools and processes and assess the impact of this change on participants in the 2010-11 ABC Program.

To promote sustainability of the curriculum knowledge exchange network beyond 2011.

In September 2010 a work plan entitled, *A Resource Centre and Knowledge Exchange Network for Aligning and Building Curriculum,* was developed and used to guide the activities over the 2010-11 period (see Appendix A).

Goal #1: Work with curriculum developers in targeted colleges across Ontario to identify a strategy and framework for developing a provincial curriculum knowledge exchange network.

Initial Contact with the Curriculum Developer's Affinity Group (CDAG)

In October 2010 an initial meeting was held with the executive of CDAG, a system-wide group recognized by the College Council of Vice-Presidents Academic (CCVPA), to share project goals and seek support for the concept of a provincial knowledge exchange network.

In November, during CDAG's annual Great Learning Conference, two visioning workshops were held. The 26 people attending the workshop represented 12 different Ontario colleges. The participants explored the project's key research question:

> *How can curriculum resource materials (policies, tools, processes, and practices) used in Ontario's community colleges be identified, shared, adopted, and extended to build capacity for curriculum development in the college system?*

The workshops provided valuable information which helped shape the development of the PCKEN design principles. These principles continue to guide the development of the provincial site. Workshop participants also identified potential resources and processes that have now been shared on the ABC Curriculum Resource Website and will eventually be shared on a provincial site.

A brief presentation outlining the potential of a provincial curriculum knowledge exchange, as well as a request for support, was made to the CDAG membership at their annual general meeting. A motion to "support in principle the development of a proposal for a provincial knowledge exchange network" was passed. The CDAG members also agreed to assist in the

development of a PCKEN Advisory Committee (see Appendix B) and to participate in ongoing discussions regarding the development of the site.

PC-KEN Vision

The provincial curriculum knowledge exchange network will be a virtual network where those working on curriculum in the Colleges of Applied Arts and Technology (CAAT's) in Ontario can:

- access, share, extend, revise, re-use, and co-create curriculum information and resources for general curriculum purposes, and for specific discipline-related curriculum;

- enter a forum to exchange ideas on curriculum development;

- contribute to, and access, a repository of curriculum information, tools, templates, learning objects. and other resource materials otherwise challenging to build at an individual college basis; and

- access a password-protected site which houses the shared information and resources, and where the resources are available exclusively to (public) Ontario provincial colleges.

PCKEN will be developed, maintained, and supported in a consultative manner with opportunities for input from participating colleges. An advisory committee will support the promotion, quality, and sustainability of the network.

In a time of scarce resources, Ontario's public colleges face a number of curriculum related challenges:

- new program development is extensive; curriculum renewal is continuous;
- new technologies require curriculum be revamped for delivery in new modalities;
- changing learner demographics are driving ongoing curricular changes;
- a more mobile and diverse learner population expects to be able to transfer with increased transparency between colleges; and
- many educators in the college system are retiring and taking their curriculum expertise with them; faculty who are hired for subject matter expertise often have limited curriculum design/development knowledge and experience.

The provincial curriculum knowledge exchange network will contribute to knowledge co-creation, exchange, and mobilization; to building curriculum capacity in Ontario's colleges; and to reducing duplication by using a platform that allows consolidation of expertise and sharing of resources. **The outcome will be increased efficiency across the college system and within each of the colleges.**

Development of Design Principles

In December 2010 a draft of the PCKEN design principles was developed, based on feedback from two visioning workshops held during the CDAG conference at Niagara College in November 2010 and an informal focus group held at ABC in October 2010. The draft was circulated to the PCKEN Advisory Committee, to the ABC Planning Team, and to the CDAG executive. In February the design principles were revised and finalized based on feedback from these groups (See Appendix C).

Technology Options

A variety of technology options have been under consideration throughout this project. An exploration of technology options involved consultations with; Valerie Lopes, Academic eLearning Liaison, Seneca College; Chris Hinton, Director of the Centre for Academic and Faculty Excellence at Durham College; Tom Carey, Visiting Senior Scholar, HEQCO; Chris Klimek, e-Learning Content Developer, Durham College; and Darin Faber, Coordinator of e-Publishing, Algonquin College. A needs analysis was conducted and site functions were identified. An analysis of existing software options is currently underway.

Financial Sustainability

Discussions with the CDAG executive and with Tom Carey identified three possible source of support for a provincial curriculum knowledge exchange network: HEQCO, College Council of Vice-Presidents Academic; and Colleges Ontario. A draft PCKEN project budget was established and two proposals were prepared. The CCVPA proposal requests financial support from the Ontario public colleges of $32,800.00 for the initial start-up as well as a yearly estimated sum of $20,000.00 to support ongoing growth and operations (see Appendix D). A second proposal was made to HEQCO for $12,000.00 to provide rigorous, independent research that will enable evidence-based decision making to guide the evolution of PCKEN (see Appendix E). Currently a third proposal is underway requesting financial support for the development and implementation of a PCKEN from the Ontario College Quality Assurance Service.

Current Status of PCKEN

In June 2011 a presentation was made to the CDAG membership outlining the current status of the PCKEN project. The presentation provided a historical context for the PCKEN project, a graphic overview of the site framework, and mock-ups of potential PCKEN and CDAG home pages. It also identified steps required to bring the network to fruition, with the key step being funding.

Exhibit 1: Overview of the PCKEN site.
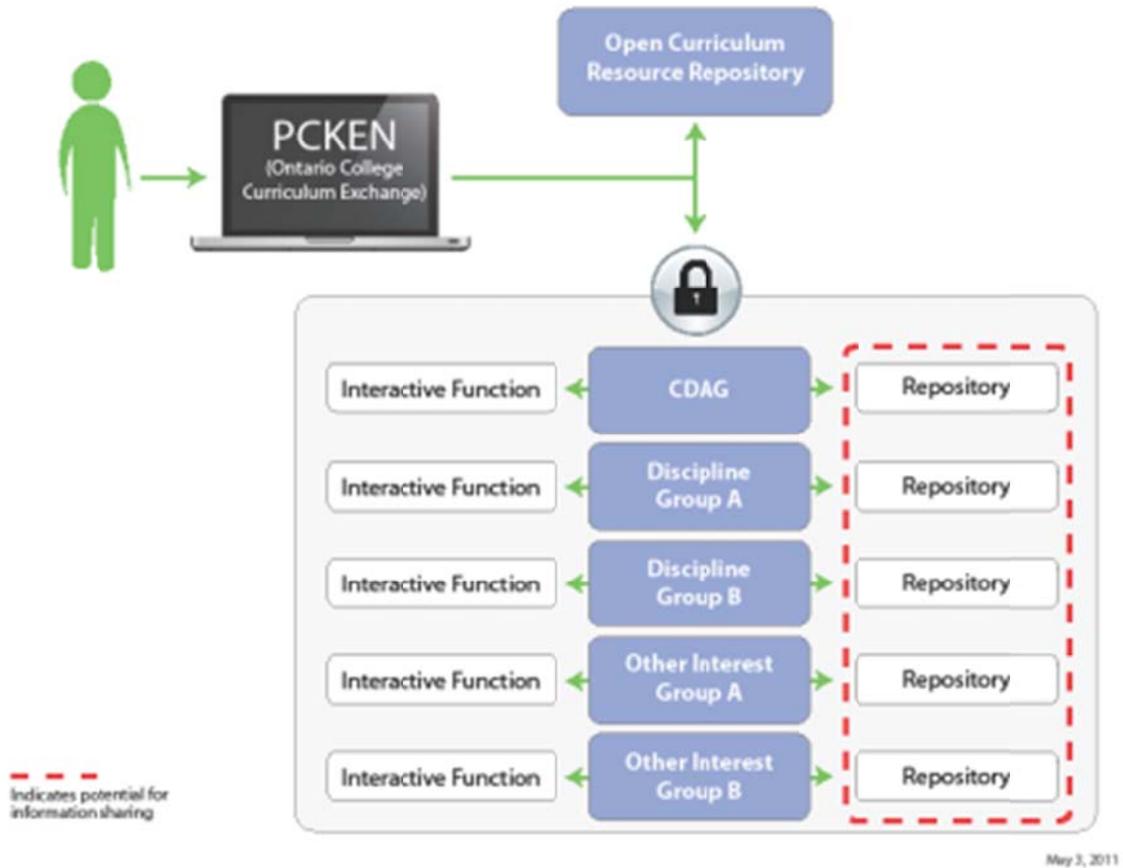
Exhibit 2: PCKEN Home Page (Mock-up)
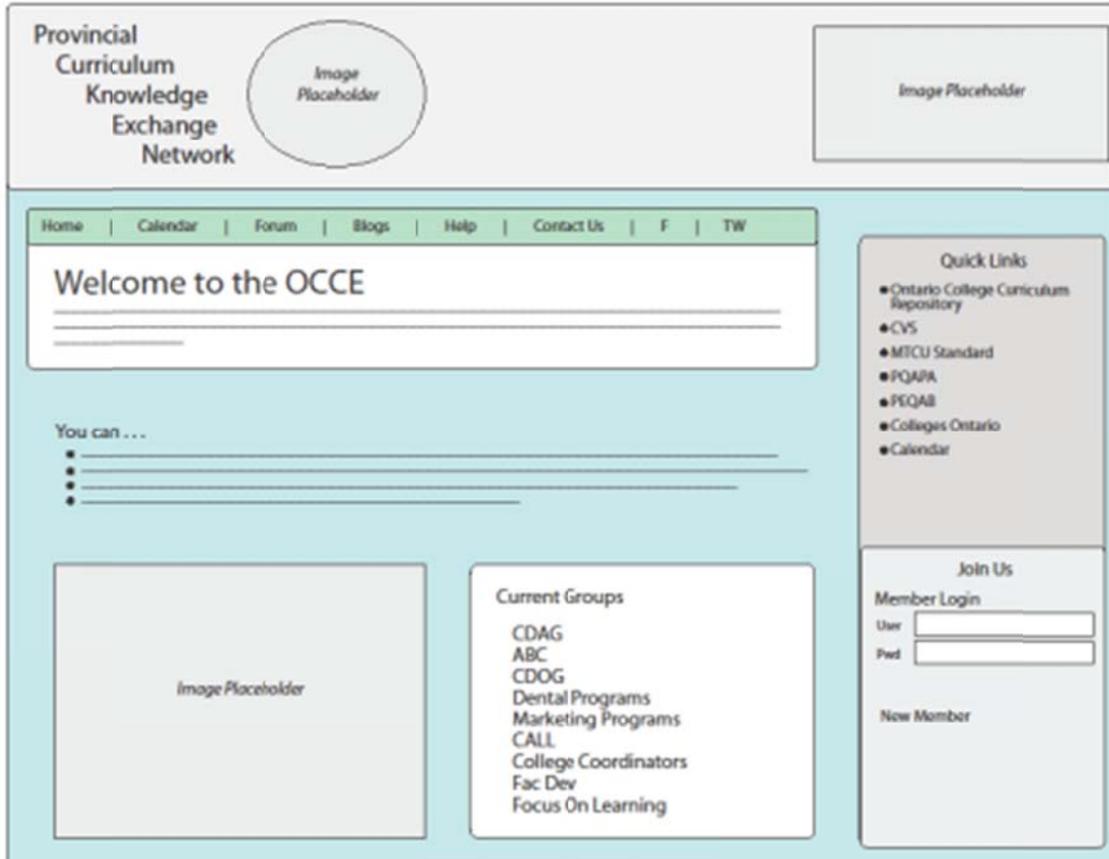
Exhibit 3: CDAG Home Page (Mock-up)
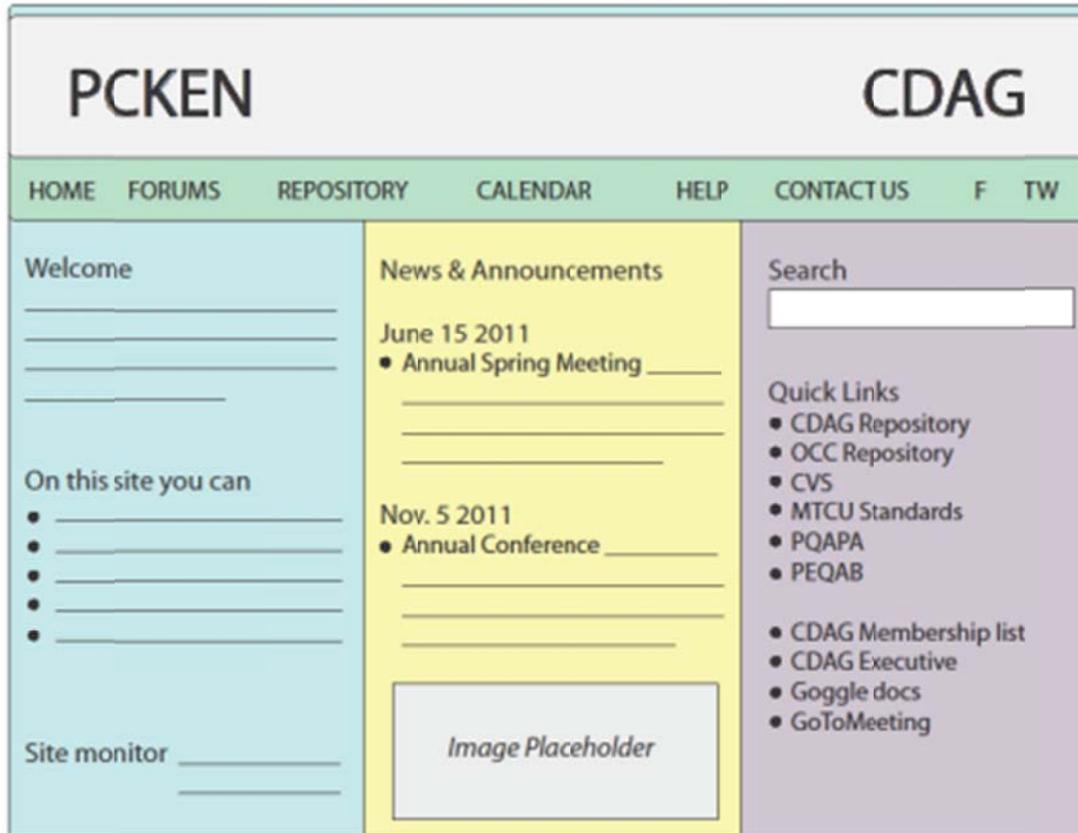
During May and June several members of CDAG approached their academic vice-presidents, reviewed the draft proposal from CDAG to the CCVPA requesting support for the PCKEN project, and sought their initial response. The positive response from the Vice-Presidents has prompted a request to bring the PCKEN proposal to the next CCVPA meeting in November 2011. Durham College has offered to manage PCKEN financial matters once funding is confirmed.

A brief survey related to the desired functionality of PCKEN was conducted in June 2011, with the CDAG members (see Appendix F). The information generated by the survey will be considered when making decisions about an appropriate platform for the PCKEN site.

There is work to be completed before a PCKEN can be launched. A decision about an appropriate platform will need to be made. The analysis that is currently underway should allow that decision to be made over the summer months. Following that decision, discussions about where the site will be hosted can be finalized. Operational requirements have been identified, but detailed processes or procedures are still being determined.

Having demonstrated the positive impacts from our six college pilot study, we are now establishing the necessary commitments to sustain these benefits over time. The PCKEN Advisory Committee will take the lead in developing the full work plan, supported by the ABC Planning Team and the CDAG membership in accordance with the agreed design principles.

Goal # 2: Explore ways to promote the use of curriculum resources for training and development of college faculty and for just-in-time support for teachers engaged in curriculum work.

Sharing Materials and Processes

During the two PCKEN visioning workshops offered at the CDAG conference at Niagara College, conference attendees were invited to identify any material, processes, resources or tools they wished to share with their colleagues in other colleges. These materials were collected and, where appropriate, were posted to the ABC Curriculum Resources Website.

Participation in ABC

To further promote the sharing of curriculum-related material and process, colleges from outside the Eastern Region were invited to participate in the ABC Program, a program that previously limited acceptance to participants from Eastern Region colleges. All the supporting materials for the program were available to all participants to use or adapt for their own training and development purposes.

Five colleges from outside the Eastern Region joined with the six ABC colleges for the 2010-11 ABC Program: George Brown, Lambton, St. Clair, Niagara and Sheridan Colleges. During the program the participants – 49 faculty and curriculum leaders – engaged in activities using the ABC Curriculum Resources Website, the ABC Curriculum Cases, and the ABC-KEN site. This provided opportunities to introduce individuals engaged in curriculum work from college outside the Easter Region to these curriculum resources. Although feedback from participants outside the Eastern region is not captured separately, the ABC participant feedback was very positive. Nine of the 49 participants specifically identified among the benefits of the ABC program the "networking opportunities and sharing knowledge, practices and perspectives with great people from around the province."

While attending the face-to-face ABC program sessions, curriculum developers from seven colleges representing both Eastern Region and other colleges were invited to an informal session to discuss how this work could be supported. The participants concluded that the ABC Curriculum Resources Website was a very effective support. They agreed that further support and sharing could be accomplished within the CDAG community or through a provincial curriculum resource site.

Curriculum Cases

Four colleges were approached and invited to provide a narrative for the Curriculum Cases gallery. Three colleges agreed to contribute and as a result, two new curriculum cases have been added and a third case will be completed over the summer. The Curriculum Cases gallery is linked from both the ABC Curriculum Resources Website and the ABC-KEN site. It can be viewed at http://abcresource.loyalistcollege.ca/cases/.

In keeping with extending participation in the development of curriculum resources beyond the Eastern Region, Centennial College was approached and agreed to provide a case for the gallery. These cases go beyond the description of principles and process to explain how college educators actually develop curriculum for learners in their college programs. One of the new cases focuses on the inclusion and assessment of essential employability skills across three years of an advanced diploma course and the second case features the process involved in the development of a college-wide mandatory general education course.

Goal #3: Revise ABC-KEN tools and processes and assess the impact of this change on participants in the 2010-11 ABC program.

Revisions to the ABC-KEN Platform

ABC participants use the ABC-KEN platform to engage in an ongoing curriculum dialogue that bridges the span between ABC Part 1 and ABC Part 2. The goal of the activity, entitled Curriculum Conversations, is the construction and exchange of curriculum knowledge and resources. The activity builds upon the foundational knowledge base established in ABC Part 1.

A survey conducted with the first ABC cohort to engage in the Curriculum Conversations activity was conducted in March and May of 2010. The survey responses identified enablers and barriers to participation in ABC-KEN and provided suggestions for changes to the ABC-KEN platform and processes. In consultation with the ABC Planning Team and in keeping with the recommendations resulting from that survey the following steps were taken:

- In September 2010, following discussions with Seneca, small scale changes were made to the ABC-KEN platform. The set-up of the discussion forum was revised to enhance the reader's ability to follow the discussion threads. As well, a forum entitled "Tip Sheets 2009-2010" was added to the site. This forum contained tip sheets developed by the previous ABC cohort.

- To help reduce problems accessing and navigating the site the instructions provided to the ABC participants were revised. During ABC Part 1 each participant received an information package which contained two documents; ABC Knowledge Exchange Network Guidelines for Use, and ABC-KEN Curriculum Conversations Activity (see Appendix G).

- The Curriculum Conversations activity was also revised. Based on feedback from the previous year, team size was reduced from three to five members, to two to three members. This change promoted more effective communication between team members. Rather than asking participants to work with three identified options as was the case in 2009-10, teams were encouraged to focus their efforts on creating solutions or resources for curriculum issues they were currently facing in their programs. Because ABC-KEN existed in 2009-10, it was now possible to share with these ABC participants exemplars from the previous cohort.

- To help eliminate concerns about the technology or access to the site, the ABC-KEN platform was thoroughly reviewed with the ABC participants and time was provided to ensure that each team had successfully logged on to the site, using the Mozilla browser, prior to the conclusion of ABC Part 1. Further support to use the site was offered when requested.

- Following consultation with the ABC Planning Team, some changes and additions to the ABC-KEN site were made in the interim between ABC Part 1 and Part 2.

ABC-KEN Results

In the fall of 2010 and again in the spring of 2011, the ABC Curriculum Resources Website was reviewed and revised. Resources were added and all broken links were corrected. At approximately four thousand hits per month, the site continues to be a valuable resource for ABC participants and for those engaged in curriculum work across the province.

In October 2010, three ABC-KEN sessions were held during ABC Part 1. The sessions were designed to:

- introduce the participants to the concept of a knowledge exchange network;
- introduce the Curriculum Conversations activity;
- assist participants in identifying curriculum-related issues;
- provide exemplars from the previous cohort;
- review activity expectations;
- demonstrate the ABC-KEN site; and
- ensure all teams had successfully logged on to the ABC-KEN site.

At the conclusion of ABC Part 1, the 49 participants had self-selected into 21 working teams. Each team was invited to post their progress in November 2010 and January 2011 in the Curriculum Conversations forum. During that four-month period, participants posted 33 progress reports which resulted in 40 posted responses. Two teams failed to post during this timeframe.

The use of team workspace, a private space provided to teams for communication and development purposes, was limited. Although the teams communicated among themselves frequently, only 12 teams accessed the team workspace, and only one team issued more than

two postings to this forum. In total the team workspace was used 44 times. There was also limited use of the general discussion forum. Only three items were posted in this forum and two of the three were postings more correctly belonging in the Curriculum Conversations forum. This year teams managed to navigate the ABC-KEN site and post items without incurring any technical difficulties.

In May 2011, during ABC Part 2, 19 of the 21 teams shared with their ABC colleagues the curriculum products/resources they had developed. Based on feedback received from their peers, some teams will be revising their products and reposting to the ABC-KEN site. The quantity, quality, and range of curriculum products developed during ABC Part 2 far exceeded those produced the previous year. Products developed by the teams included:
- a teaching philosophy tip sheet;
- a new program development guide produced using Xtranormal video software;
- a curriculum mapping model;
- results of a case study of the use of taped verbal feedback rather than written feedback for a student assignment;
- a website for part-time teachers;
- a tip sheet for developing hybrid courses;
- a 360 degree quick response form for use with Program Advisory Committees;
- an inter-disciplinary on-line assignment for paramedics; and
- a tip sheet outlining various innovative evaluation tools that can be utilized in nursing programs.

Many of the products produced by the ABC teams will be posted to the ABC Curriculum Resources Website.

Discussions with the ABC Planning Team regarding sustaining the ABC-KEN Curriculum Conversations activity for 2011-12 have been undertaken. The Team is committed to maintaining the ABC-KEN Curriculum Conversations activity during the next year of ABC programming. It is the plan of the Team that by 2012-13 a provincial curriculum knowledge exchange will be established and will be used for the ABC-KEN activities.

Goal #4: Promote sustainability of the curriculum knowledge exchange network beyond 2011.

The work undertaken to promote the sustainability of a provincial curriculum knowledge exchange is summarized below.

- The ABC Planning Team will continue to work with CDAG to support the development and implementation of PCKEN and once the site is established they will explore options for incorporating the ABC Curriculum Resources Website into the provincial site. In the interim, the team intends to maintain the current ABC Curriculum Resources Website and use the communication tools of a learning management system for curriculum sharing.

- CDAG is fully supportive of the PCKEN initiative. In May 2011, CDAG sponsored an electronic meeting of its full membership with PCKEN as its key agenda item. Specifically CDAG will seek funding for the continued development and the establishment of PCKEN, as well as funding to support ongoing operations of the site, at the CCVPA meeting in November.

- CDAG, in cooperation with the ABC Planning Team, will also explore other funding opportunities.

- While awaiting confirmation of funding, work will continue on the development of organizational and operational procedures for PCKEN.

- A decision about which software to use will be made once the analysis of options has been completed; however, the actual design of the site will not be possible until funding is confirmed.

In summary, this project has brought together the ABC Planning Team and CDAG to champion the implementation of a sustainable technical and social infrastructure that would enable faculty and others working on curriculum across Ontario to access online resource materials, to engage in on-line discussion and problem solving, to share curriculum experiences and to contribute their own resources and expertise to the proposed site. The project has also promoted the development and sharing of new curriculum tools and resources by extending participation in the ABC program beyond Eastern Ontario, by supporting revisions to the ABC Curriculum Resources Website and the ABC Curriculum Cases, and through engaging ABC participants in the Curriculum Conversations activities.

Recommendations

The ABC Planning Team in cooperation with CDAG recommends the following:

1.   The success of ABC-KEN be extended to PCKEN, a virtual network where those working on curriculum in Ontario's public colleges will benefit from a wide range of curriculum resources, tools, templates, learning materials managed in a protected repository, shared or collaboratively developed curriculum, and improved curriculum decision making through access to a system-wide forum for idea exchange. This would involve:
     - continued efforts to secure funding for this initiative;
     - identification of person(s) to administer and manage the site;
     - development of terms of reference for the PCKEN Advisory Committee;
     - creation of a marketing plan that would ensure all user groups were made aware of the existence and the potential of the site;
     - development of information and orientation materials for PCKEN users; and
     - site development, testing, and implementation.

2.   The CCVPA, or other sponsors, support and fund the further development and continued operation of PCKEN.

3.   Given financial support for PCKEN from sources other than HEQCO, that HEQCO continues their support of this vision through the funding of an evaluation research study of the new PCKEN during its initial year in operation, thus providing needed guidance as the network evolves and matures.

Appendix A

Work Plan: A Resource Centre and Knowledge Exchange Network for Aligning and Building Curriculum

Last revised April 8, 2011

	September	October/November	December/January	February	March
Collaborate with curriculum developers in Ontario colleges to identify a strategy and framework for a provincial KEN	• Contact CDAG executive to discuss project • Request opportunity to participate in annual Great Learning Conference	• Meet with CDAG executive regarding provincial KEN initiative • Prepare for and present at CDAG Great Learning Conference • Identify interested curriculum developers to contribute to project • Identify an "advisory or feedback group" • Collect information from CDAG participants about possible resources and processes to share	• Discuss progress with CDAG executive • Identify potential target audience for provincial KEN • Explore a variety of options for a provincial KEN • Continue to collect information about existing and potential curriculum resources that could be shared	• Draft scenarios identifying possible provincial KEN frameworks and operational guidelines • Seek feedback from advisory group	• Recommend an initial prototype for a provincial KEN • Identify resources needed to build and pilot prototype • Seek feedback on prototype from representatives of Ontario colleges engaged in curriculum work
Explore ways to promote the use of curriculum resources for training, development and JIT support for college teachers	• Invite curriculum developers or faculty from other colleges to attend Eastern Region ABC Program	• Meet with curriculum developers attending ABC Program to discuss curriculum support in their colleges • Discuss ways that current and potential resources could be	• Begin to identify and document materials and processes used in Ontario colleges for curriculum related PD • Begin to collect	• Ensure that framework for provincial KEN supports ongoing curriculum training and PD • Identify and secure resources required to	• Post curriculum cases on website

			information and develop cases	"capture" curriculum cases • Develop cases	

		used to support faculty training and development with
		  o CDAG participants
		  o ABC curriculum developers
		• Identify potential curriculum cases (including 2 from outside Eastern Region) (at CDAG conference)
		• Contact teachers and identify 3 or 4 who would be willing to share their stories to build a curriculum case			

Revise ABC-KEN tools and processes	• Review experience from 2009-10 • Send 2009-10 participants request to update tip sheets • Meet with ABC planning team to review 2009-10 activities and discuss suggestions for future • Discuss with Valerie changes to Seneca platform	• Post revised tip sheets on ABC-KEN site • Prepare support materials for 2010-11 participants to use ABC-KEN • Set up and test revised ABC-KEN site • Revise curriculum conversations activity and prepare handout • Identify samples of curriculum conversation products to share with new ABC cohort • Develop and deliver sessions in 2010 fall ABC program to	• Facilitate curriculum conversations and the use of the revised ABC-KEN site	• Facilitate curriculum conversations and the use of the revised ABC-KEN site	• Facilitate curriculum conversations and the use of the revised ABC-KEN site • Discuss with ABC Planning team the integration of ABC KEN activities into May ABC Program

	• Review and update curriculum resources website -add contact information -fix broken links	engage participants in ABC-KEN activities • Prepare and post revised ABC-KEN materials on program website			
Promote sustainability beyond 2011			• Discuss possible funding sources with Tom	• Identify "next steps" needed to realize potential of provincial curriculum KEN • Identify issues and steps needed to promote sustainability if current resources • Identify possible funding sources	• Draft a sustainability plan • Discuss and seek feedback from ABC planning team and provincial "advisory group"
Other activities					
Taking stock of progress (monthly status and plan update)	All activities scheduled for September have been completed or are in progress • Meeting with CDAG Exec scheduled for October 13 • Arrangements made to present workshop at Great Learning	All activities scheduled for October-November have been completed. With the support of the CDAG executive we held two "visioning workshops" at the CDAG conference and discussed the project at the CDAG AGM. A motion to support, in principle, a provincial curriculum knowledge exchange was passed unanimously. We established an advisory	Activities scheduled for December-January have been completed. Design principles have been revised and approved by the CDAG executive. We continue to investigate a variety of options for the technical framework	Work on the PCKEN is progressing. Proposed plans were discussed with Tim Klassen who indicated support of the initiative. A conversation with Tom Carey explored possible funding opportunities. The CDAG has agreed to sponsor a proposal for funding to the CCVPA (College Committee of Vice-Presidents Academic) and is requesting that this item be added to the agenda of their spring meeting (likely in June). A proposal to present to this group has been drafted and approved by the CDAG executive.	

	Conference in November • Faculty from other colleges invited to ABC Program. To date 4 participants have confirmed • Experience from 2009-10 was reviewed and plans made to revise curriculum conversation activity • Initial discussion was held with Valerie to revise ABC-KEN site hosted by Seneca. A follow-up call is scheduled Oct. 10 • 2009-10 participants invited to revise tip sheets based on feedback from ABC colleagues • Curriculum Resources website was reviewed.	group from CDAG members and have begun to collect information about curriculum cases and resources from them. An informal focus group was held with curriculum support people who were attending the ABC Program. The ABC-KEN site was revised; support materials developed, teams formed and the 2010 version of our curriculum conversations was launched. Teams seem to be more engaged and activity on the ABC-KEN site appears to be stronger than at this same time last year. The ABC Curriculum Resources website was updated.	for PCKEN Four colleges have indicated an interest in contributing a curriculum case—Centennial, Fleming, Conestoga, and St. Lawrence. Work has begun on two cases. We continue to facilitate curriculum conversations ABC-KEN participants. Participation continues to be higher relative to last year. Plans are being made to incorporate the knowledge exchange occurring on ABC-KEN into part 2 of the ABC program. A time has been established to connect with Tom Carey to begin the conversation related to other potential funding sources.	CDAG has agreed to sponsor an electronic meeting of its full membership to discuss PCKEN progress. This is scheduled for early May. An email was sent to the advisory group to encourage them to participate in this meeting. Connection was made with the group working to revise and update the Dental Hygiene programs to meet revised standards and to develop common outcomes in each year in programs across the province. This group sees the need for a curriculum sharing tool such as that proposed for PCKEN. Work has begun on a draft requesting funding from HEQCO for support and evaluation of PCKEN. Curriculum cases are not ready for posting but work continues on the two cases previously identified (St. Lawrence and Centennial) and work has begun on a third case (Fleming). Participation in the ABC-KEN curriculum conversations this year continues to be more active than in 2009-10. To date 8 teams have already posted their "final products". Most other teams have work underway. We anticipate about 15 projects will be completed before ABC Part 2. An initial plan is in place to integrate ABC-KEN activities into part 2 of the ABC Program in May.

	Information sent to Erin requesting updating of broken link and addition of contact information			

Appendix B

Provincial Curriculum Knowledge Exchange Network Advisory Committee

Note: This document identifies those who agreed to assume an advisory role following the 2010 CDAG conference

#	Name	College	Email
1	Linda Saari*	Niagara College	lsaari@niagarac.on.ca
2	Sandy Odrowski	Durham College	sandy.odrowski@durhamcollege.ca
3	Nicole Simoneau	Collage Boreal	nicole.simoneau@borealc.on.ca
4	Annique Boelryk	Georgian College	aboelryk@georgianc.on.ca
5	Jody Merritt	St. Clair College	jmerritt@stclaircollege.ca
6	Wilma McCormack	Algonquin College	mccormw@algonquincollege.com
7	Tim Klassen	OCQAS	klassen@ocqas.org
8	Pauline Smiley	Fleming College	psmiley@fleming.on.ca
9	Cheryl Batten*	Conestoga College	cbatten@conestogac.on.ca
10	Alice Clark*	Confederation College	clark@confederationc.on.ca
11	Benjamin Laskar	Centennial College	blaskar@centennialcollege.ca
12	Aga Palalas	George Brown College	apalalas@georgebrown.ca
13	Anne Vandervelde	George Brown College	avelede@georgebrown.ca
14	Mary Trent	Seneca College	mary.trent@senecac.on.ca
*indicates a member of the 2020-2011 CDAG executive			

Appendix C

Provincial Curriculum Knowledge Exchange Network Design Principles

Last revised February 11, 2011

These design principles were initially informed and shaped by the feedback received during two "visioning" workshops held during the Curriculum Developers' Affinity Group (CDAG) Conference at Niagara College in October 2010. A first draft of the design principles were circulated to an advisory group. Feedback from this group as well as discussion with the CDAG executive group was used to revise the document and develop this draft of the design principles.

Concept

The provincial curriculum knowledge exchange network (PCKEN) will be a virtual network where those interested in curriculum work in Community Colleges of Applied Arts and Technology (CAAT's) in Ontario can access, share, extend, revise, re-use and co-create curriculum information and resources. It will provide a forum for the exchange of ideas as well as a repository of curriculum resource materials.

The provincial curriculum knowledge exchange network will be developed, maintained and supported in a consultative manner with opportunities for input from participating colleges. An advisory board supports the promotion, quality and sustainability of the network.

Purpose

The provincial curriculum knowledge exchange network (PCKEN) will contribute to exemplary learning and teaching by building curriculum capacity in Ontario colleges. It will promote the development of quality college curriculum resources that can be used at institutional, program, and course levels. It will also grow curriculum expertise by supporting curriculum related professional development for college educators.

Curriculum developers and those engaged in curriculum work in colleges throughout Ontario will use the provincial curriculum knowledge exchange as a portal leading to credible curriculum resources as well as to a forum to share (retrieve, review and contribute) information, tools/templates, and best practices related to curriculum development in Ontario's community colleges.

The provincial curriculum knowledge exchange network is consistent with and supportive of the Curriculum Developers Affinity Group (CDAG) mandate[1].

Target audiences/communities

The provincial curriculum knowledge exchange network will support the work of curriculum practitioners in Ontario's community colleges. It is expected that this community will share a standards-based or outcomes-based approach to curriculum.

The primary audiences will include
- Curriculum developers, curriculum coaches, and faculty (both full-time and "contract") engaged in curriculum work at both a course and program level including
  - New course or program development
  - Revision and revitalizing of existing courses or programs
  - Program or course review
  - Program (curriculum) coordination
  - Instructional design
  - Faculty delivering curriculum
- Professional developers who are guiding and supporting faculty in curriculum related work
- Teams working on specific curriculum projects
- Those responsible for program quality
- Educational technologists supporting online learning environments

Secondary audiences may include
- Discipline specific groups engaged in curriculum work
- Institutional researchers doing curriculum related research

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[1] The mandate of the Group is to:

1.1   Make recommendations on educational policies and objectives of a province-wide nature with respect to curriculum, methodology, admissions requirements, and related academic matters regarding programs and courses to the Coordinating Committee of Vice-Presidents Academic of Colleges Ontario.

1.2   Provide a communications link with CDAG members from each college.

1.3   Provide a forum for the discussion of concerns related to the development and operation of courses and programs.

1.4   Accept accountability and responsibility for the operational subcommittees reporting to CDAG.

Design Principles

The provincial curriculum knowledge exchange network (PCKEN) site will adhere to the following design principles:

1. Focus on content and processes relevant to curriculum practices in Ontario's Colleges of Applied Arts and Technology (CAAT's)

2. Grow and sustain collegial practices regarding curriculum within Ontario's CAAT's

3. Provide "open" (no password required) access to the repository of resources

4. Restrict access (password protect) to those parts of the site designed to provide a safe and comfortable environment for the frank and open exchange of information and ideas and to those areas housing resource material that have not yet been released for wider distribution

5. Put in place strategies to ensure that the resources on the site remain current and relevant and that the network itself is financially viable and sustainable

6. Respond to the needs of users by acting upon user feedback

7. Use a peer review process to ensure a relevant and credible repository of resources

8. Employ legal and ethical guidelines when posting resources and information

9. Build on and provide connections to existing sources of information

10. Invite French language resources and contributions, although the site will be structured for English users.

Appendix D

Proposal to the College Committee of Vice Presidents Academic From Curriculum Developers' Affinity Group

Executive Summary

The Curriculum Developers' Affinity Group (CDAG) is seeking the support of the College Committee of Vice-Presidents Academic (CCVPA) to implement a planned provincial curriculum knowledge exchange network (PCKEN).

The provincial curriculum knowledge exchange network (PCKEN) will be a virtual network where those working on curriculum in Colleges of Applied Arts and Technology (CAAT's) in Ontario can:
- access, share, extend, revise, re-use and co-create curriculum information and resources for general curriculum purposes, and for specific discipline related curriculum
- enter a forum to exchange ideas
- contribute to, and access, a repository of curriculum information, tools, templates, learning objects and other resource materials otherwise challenging to build at an individual college basis
- access a password-protected site which houses the shared information and resources, and where the resources are available exclusively to (public) Ontario provincial colleges.

PCKEN will be developed, maintained and supported in a consultative manner with opportunities for input from participating colleges. An advisory board will support the promotion, quality and sustainability of the network.

In a time of scarce resources, Ontario's public colleges face a number of curriculum related challenges:
- new program development is extensive; curriculum renewal is continuous
- new technologies require curriculum be revamped for delivery in new modalities
- changing learner demographics are driving ongoing curricular changes
- a more mobile and diverse learner population expects to be able to transfer with increased transparency between colleges
- many educators in the college system are retiring and taking their curriculum expertise with them; faculty who are hired for subject matter expertise often have limited curriculum design/development knowledge and experience

The provincial curriculum knowledge exchange network (PCKEN) will contribute to knowledge management, building curriculum capacity in Ontario's colleges, and reducing duplication, using a platform that allows consolidation of expertise and sharing of resources. The outcome will be increased efficiency across the college system and within each of our colleges.

We ask that the College Committee of Vice-Presidents Academic support this initiative by providing $1500.00 from each college for the initial start-up year and an estimated $900 to $1,000 to sustain the knowledge exchange network in subsequent years. We are also seeking a college to host the PCKEN site and one to serve as the "lead college" to provide administrative functions including receiving and distributing funds.

Proposal to the College Committee of Vice-Presidents Academic
from
Curriculum Developers' Affinity Group

The purpose of this document is to solicit support from the College Committee of Vice-Presidents Academic (CCVPA) for the implementation of a planned provincial curriculum knowledge exchange network (PKEN). This knowledge exchange would support curriculum work taking place in Ontario's public colleges.

Context
In 2009-10, with the support of HEQCO funding, colleges in Eastern Ontario were able to engage teachers participating in the regional Aligning and Building Curriculum (ABC) program in using a knowledge exchange network (ABC-KEN). ABC-KEN allowed them to develop and share curriculum knowledge and contribute to the expansion of a curriculum repository. Curriculum information, tools, and links to curriculum cases and the ABC-KEN site can be found on the ABC Curriculum Resources website at http://abcresource.loyalistcollege.ca/index.htm. Usage of this site has grown steadily with an average of more than 4000 hits per month throughout the academic year. The project undertaken in 2009-10 provided some insights into the use of a knowledge exchange network to mobilize, shape, extend and share knowledge and tools for aligning and building curriculum.

In 2010-11 HEQCO provided additional funding to develop a plan for a provincial curriculum knowledge exchange network (PCKEN) that would build curriculum capability in Ontario's colleges by promoting the sharing of knowledge, experience and resources related to curriculum. This plan is nearing completion. We are seeking your support for its implementation.

Concept
The provincial curriculum knowledge exchange network (PCKEN) will be a virtual network where those working on curriculum in Colleges of Applied Arts and Technology (CAAT's) in Ontario can access, share, extend, revise, re-use and co-create curriculum information and resources. It will provide a forum for the exchange of ideas as well as a repository of curriculum resource materials.

Curriculum developers and those engaged in curriculum work in public colleges throughout Ontario will use the provincial curriculum knowledge exchange as a portal leading to credible curriculum resources as well as to a forum to share (retrieve, review and contribute) information, tools/templates, and best practices related to curriculum development in Ontario's public colleges.

The provincial curriculum knowledge exchange network will be developed, maintained and supported in a consultative manner with opportunities for input from participating colleges. An advisory board will support the promotion, quality and sustainability of the network.

Purpose/Benefits

Colleges are currently engaged in a range of curriculum work. New program development is extensive, curriculum renewal is continuous, new technologies are requiring that curriculum be revamped for delivery in new modalities, and changing learner demographics are driving curricular change. At the same time, resources are scarce. Furthermore, many educators in the college system are approaching retirement and will be leaving the colleges-- taking their curriculum expertise with them. Faculty who are hired for subject matter expertise, often have limited curriculum expertise and experience. The provincial curriculum knowledge exchange network (PCKEN) will help with knowledge management and build curriculum capacity in Ontario's colleges. It will contribute to exemplary learning and teaching by promoting the development of quality college curriculum resources that can be used at institutional, program, and course levels. It will also grow curriculum expertise by supporting curriculum related professional development for college educators.

Educators in Ontario's public colleges will have access to a broad range of resources not always available in individual colleges. Consolidation of expertise and sharing of resources will reduce costly duplication of effort and create efficiency across the system.

The provincial curriculum knowledge exchange (PCKEN) will provide a repository of curriculum information, templates, learning objects, rubrics and other assessment tools that can be used across programs. In addition, specific discipline and program groups will be able to use it as a forum to share and discuss curriculum documents and materials specific to teaching and learning in their discipline areas. This type of curriculum sharing will be critical to the success of efforts to promote student transferability between programs and colleges across the system.

The provincial curriculum knowledge exchange network is consistent with and supportive of the Curriculum Developers Affinity Group (CDAG) mandate[2].

Target Audience

The provincial curriculum knowledge exchange network will support the work of curriculum practitioners in Ontario's community colleges. It is expected that this community will share a standards-based or outcomes-based approach to curriculum.

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[2] The mandate of the Group is to:

1.5   Make recommendations on educational policies and objectives of a province-wide nature with respect to curriculum, methodology, admissions requirements, and related academic matters regarding programs and courses to the Coordinating Committee of Vice-Presidents Academic of Colleges Ontario.

1.6   Provide a communications link with CDAG members from each college.

1.7   Provide a forum for the discussion of concerns related to the development and operation of courses and programs.

1.8   Accept accountability and responsibility for the operational subcommittees reporting to CDAG.

The site will be used by those with a leadership role in curriculum to share best practices, develop resources that can be used across institutions, build tools and practices for curriculum training and development, and engage in a dialogue on a range of curriculum topics. In addition those engaged in curriculum work at a course or program level will have access to credible curriculum information and resources as well as to a forum to exchange ideas and materials. For example, teachers working on projects such as the current work being done to revise the curriculum for the Dental Hygiene programs could use the PCKEN site to co-create curriculum by sharing draft curriculum, soliciting feedback, and making final versions available to all. Or, as happened recently, a college who was revising its course outline template could review the templates used at other colleges to identify attributes it wished to incorporate. The knowledge exchange network will reduce costly duplication and extend quality resources across the system.

More specifically the target audiences will include
- Curriculum developers, curriculum coaches, and faculty (both full-time and "contract") engaged in curriculum work at both a course and program level including
    - New course or program development
    - Revision and revitalizing of existing courses or programs
    - Program or course review
    - Program (curriculum) coordination
    - Instructional design
    - Faculty delivering curriculum
- Professional developers who are guiding and supporting faculty in curriculum related work
- Teams working on specific curriculum projects
- Those responsible for program quality
- Educational technologists supporting online learning environments
- Discipline specific groups engaged in curriculum work
- Institutional researchers doing curriculum related research

Design Principles
The provincial curriculum knowledge exchange network (PCKEN) site will adhere to the following design principles:

1. Focus on content and processes relevant to curriculum practices in Ontario's Colleges of Applied Arts and Technology (CAAT's).
2. Grow and sustain collegial practices regarding curriculum within Ontario's public colleges.
3. Make the repository of resources easily accessible to all educators in Ontario's public colleges.
4. Restrict access (password protect) to those parts of the site designed to provide a safe and comfortable environment for the frank and open exchange of information and ideas and to those areas housing resource material that have not been released for wider distribution
5. Put in place strategies to ensure that the resources on the site remain current and relevant and that the network itself is financially viable and sustainable
6. Respond to the needs of users by acting upon user feedback

7. Use a peer review process to ensure a relevant and credible repository of resources
8. Employ legal and ethical guidelines when posting resources and information
9. Build on and provide connections to existing sources of information
10. Invite French language resources and contributions, although the site will be structured for English users.

Proposed Budget

	Start-up	Ongoing
Website update	1,000.00	500.00
Organizational Expenses (Transportation, meeting, office, etc.)	2,000.00	2,000.00
Technical support (design and set-up- This assumes a system other than Drupal, ongoing maintenance)	10,000.00	5,000.00
Development of additional curriculum cases	1,800.00	1,500.00
Project coordination	15,000.00	8,000.00
Promotion (Conference fees and expenses, promotional materials)	3,000.00	3,000.00
Total	32,800.00	20,000.00
Per College	$1,500	$900-1,000

Support Needed

We are currently seeking a college to host the PCKEN site and one to serve as the "lead college" to provide administrative functions including receiving and distributing funds. While the Higher Education Quality Council of Ontario (HEQCO) does not fund operational projects they are considering one time funding in the range of 10,000 to 15,000 dollars. .

We ask that the College Committee of Vice-Presidents Academic support this initiative by providing $1500.00 from each college for the initial start-up year and an estimated $900 to $1,000 to sustain the knowledge exchange network in subsequent years.

Contact Information
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Appendix E

Proposal to the Higher Education Quality Council of Ontario from Durham College and the Eastern Ontario Aligning and Building Curriculum (ABC) Consortium: Evaluation & Research Study of an Ontario Curriculum Knowledge Exchange Network

With the support of the Higher Education Quality Council of Ontario (HEQCO), plans have been developed to build a provincial curriculum knowledge exchange network (PCKEN) for use by those engaged in curriculum work in Ontario's public colleges. It is expected that colleges will provide the funding to make these plans a reality. This is a new initiative for the colleges with much potential for more efficient and effective curriculum decision-making. Nevertheless, such a college-wide system is new and will benefit from early analysis and evaluation. Given HEQCO's strong research capacity, their support is being sought for an Evaluation and Research study.   This proposed Evaluation and Research study has a dual purpose. First, it will identify and analyze approaches to curriculum knowledge exchange in other jurisdictions. It will identify best practices for the use of knowledge exchange in the collaborative development of curriculum and the building of faculty curriculum expertise. Second, it will provide information that will allow colleges to assess the value of their investment in the knowledge exchange and to support evidence-based decision making as future policies and practices for the PCKEN are developed.

Context and Background Work

A consortium of six colleges in Eastern Ontario have collaborated over the past decade to develop a program to support faculty as they work to design, review and revise curriculum. The program entitled Aligning and Building Curriculum (ABC) has been running successfully since 2003. In fall 2008 this group launched an Aligning and Building Curriculum (ABC) Curriculum Resource Project. Phase 1 of the project focused on developing a website to house a variety of curriculum resources, tools, and web links that are useful to ABC participants as they engage in curriculum work. The resources are organized to support a conceptual framework for curriculum design (Curriculum Road Map) that was developed by this group to frame curriculum work in college programs. More information about the program can be found on the program website at http://innovation.dc-uoit.ca/abc/

In 2009-10, with the support of HEQCO funding, the participating colleges were able to build on this work to engage ABC participants in using a knowledge exchange network (ABC-KEN). ABC-KEN allowed them to share knowledge about curriculum and to contribute to the expansion of curriculum resources available to ABC participants and to others working on curriculum in Ontario's colleges. Curriculum information, tools, and links to curriculum cases and the ABC-KEN site can be found on the ABC Curriculum Resources website at

http://abcresource.loyalistcollege.ca/index.htm.   This site has proved popular with an average of more than 4,000 hits per month during the academic year.

In 2010-11, again with the support of HEQCO funding, work was undertaken to explore ways that curriculum resource materials, (policies, tools, processes, and practices) used in Ontario's community colleges could be identified, shared, adapted and extended to build capability for curriculum development in the college system. Educators with leadership roles in Ontario's public colleges as well as faculty engaged in curriculum work were consulted to determine their needs and expectations. Consultation occurred initially through two visioning workshops held with members of the provincial Curriculum Developers' Affinity Group (CDAG) and subsequently through dialogue with an advisory group, curriculum developers attending the ABC Program, the CDAG executive committee, and conversations with individuals charged with curriculum responsibilities in the college system.

This work has culminated in the development of a proposal to extend the successful ABC-KEN to a provincial curriculum knowledge exchange network (PCKEN). The provincial curriculum knowledge exchange network (PCKEN) will be a virtual network where those working on curriculum in Colleges of Applied Arts and Technology (CAAT's) in Ontario will benefit from:

- a broad range of curriculum resources including curriculum information, tools, templates, learning materials and other resource materials managed in a repository that is available exclusively to Ontario's public colleges;
- shared and/or collaboratively developed curriculum through the use of collaborative tools;
- improved curriculum decision-making through ready access to a system-wide forum for idea exchange; and
- efficient development and use of both discipline specific and generic curriculum materials through access to a system-wide resource repository that reduces duplication of effort and shares best practices.

Sources of funding to launch and sustain PCKEN are being identified. A proposal to the College Committee of Vice-Presidents Academic (CCVPA) to secure the needed resources is currently being pursued. The plan is to seek, in tandem, financial support for the implementation and ongoing maintenance of PCKEN and, at the same time, to seek HEQCO's support to provide rigorous, independent research that will enable evidence-based decision-making to guide the evolution of PCKEN. HEQCO's reputation for reliable and valid research will assure the colleges that their investment will be accompanied by a thorough analysis of the value proposition for the PCKEN, including the remaining issues requiring further research.

Project to Engage in an Evaluation Study of the Provincial Curriculum Knowledge Exchange Network (PCKEN)

In a time of scarce resources, Ontario's public colleges face a number of curriculum related challenges:

- new program development is extensive; curriculum renewal is continuous
- new technologies require curriculum be revamped for delivery in new modalities
- changing learner demographics are driving ongoing curricular changes
- a more mobile and diverse learner population expects to be able to transfer with increased transparency between colleges
- many educators in the college system are retiring and taking their curriculum expertise with them; faculty who are hired for subject matter expertise often have limited curriculum design/development knowledge and experience

A successful provincial curriculum knowledge exchange network (PCKEN) will contribute to knowledge management, build curriculum capacity in Ontario's colleges, and provide opportunities to share expertise and resources. It is anticipated that the benefits of PCKEN will be many. However, such a college-wide network is new-- both to the college system as a whole and to many of the potential users of PC-KEN. An Evaluation study to identify best practices from other jurisdictions and to review and critically appraise the initial start-up will provide needed guidance as the network evolves and matures.

The Evaluation and Research study will seek to answer the question, "How can the provincial curriculum knowledge exchange (PCKEN) be developed to optimize its potential benefits and maximize satisfaction of users?" Using a framework adapted from that put forth by Grant Wiggins, questions will be developed and evidence collected related to:

- Impact- Does PCKEN achieve (or have the potential to achieve) the expected outcomes? What are the unanticipated benefits and/or challenges?

- Process- Do users have the information and resources needed to use the network effectively? What supports and what interferes with use? Given the outcomes, how do the users achieve the outcomes?

- Network Infrastructure- Does the network infrastructure fit the design principles and specifications identified by the stakeholders? To what extent does the network as implemented address these design principles and guidelines? What changes would improve the network?
- Research on related work in other jurisdictions: a previous HEQCO research study[3] provided the underlying framework for our work. However, that research focused on mobilizing pedagogical content knowledge within a discipline at the course level. In this Evaluation and Research Study we propose to expand on the previous research with an analysis of collaborations in other jurisdictions on mobilizing knowledge on curriculum development (some of which will be across disciplines).

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[3] Research Study on a Knowledge Exchange Network for Exemplary Teaching in Ontario Higher Education, Dr. Thomas Carey, April 2008

Note: the evaluation questions posed are samples only. As part of this project an independent researcher will develop specific questions to frame the research plan. Our goal is to integrate the evaluation results from our PCKEN project with the additional research on collaborations outside Ontario for knowledge mobilization in curriculum development, to frame our plan for ongoing support of the PCKEN work by CCVPA.

Project work will focus on five main goals.

- To develop an Evaluation and Research study framework and plan.
- To identify and analyze approaches in other jurisdictions to curriculum knowledge exchange and the collaborative development of curriculum and building of faculty curriculum skills.
- To collect data from a variety of stakeholders (users, curriculum leaders, CDAG members etc.) to assess satisfaction and identify both barriers and enablers to the use of PCKEN.
- To review the PCKEN site to determine the extent to which design principles and other guidelines contained in the PCKEN proposal are addressed and to identify potential strengths and weaknesses of the network.
- To create a research report that provides findings and makes recommendations for the future use and development of PCKEN.

Evaluation and Research Study Budget

Note: Funding is currently being sought to support the launch of PCKEN and to ensure its operational sustainability. A proposal to the College Committee of Vice-Presidents Academic (CCVPA) is being submitted concurrently with this proposal. It is understood that funding requested here is one-time funding to support an Evaluation and Research study of the network and that this funding is dependent on receipt of funds from other sources to establish and sustain PCKEN.

Researcher	7,000
Curriculum Developers' Affinity Group Conference Fees (for researcher and coordinator to access stakeholder input)	700
Organizational expenses (travel, communication and copying, etc.):	1,000
Technical support	1,300
Project Coordinator(s)- to liaise with researcher	2,000
Total:	**12,000.00**

Alignment with HEQCO Research Directions

We believe this work is consistent with the mandate of HEQCO and with the goals and directions in HEQCO's research priorities. The project addresses the issue of Quality in the

learning and teaching environment, in particular the question of how college faculty can improve the Quality of both the product and process of curriculum development in the face of constraints on their <u>knowledge</u>, <u>time</u> and <u>energy</u>.

The value proposition we have developed in the pilot studies focuses on collaboration across colleges to enable faculty to overcome the factors inhibiting quality improvements, in the following ways:

- Enhancing pedagogical content knowledge applied in curriculum development, by aggregating and mobilizing expertise and ideas system-wide;

- Leveraging time available for improving curriculum development products and processes, by incremental improvements which are applied and extended progressively over time by new curriculum development teams;

- Sharing energy within and across teams, through faculty interactions on the pedagogical content knowledge and through evidence of lasting impacts on faculty colleagues in other colleagues resulting from the efforts of each team.

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Appendix F

Provincial Curriculum Knowledge Exchange Network Report of Curriculum Developers' Affinity Group (CDAG) Survey

Prepared by: Karen Hodgins and Dianne Bloor, Project Coordinators
Date: June, 2011

Purpose:
A variety of technology options to support the proposed provincial curriculum knowledge exchange are being explored. It is unlikely that one application will be able to support all the functions identified in the needs analysis. This survey was conducted to collect information from potential users that could be used to help identify priorities for the functions and set up of the platform selected to host the provincial curriculum knowledge exchange.

Methodology:
A questionnaire was developed in both print and web-based formats. Participants attending the spring meeting of the Curriculum Developers' Affinity Group (CDAG) were invited to complete the survey. All nineteen members attending the meeting in person completed the print copy. In addition, five members who were attending via an electronic hook-up, completed the online version of the survey. A total of 24 respondents representing staff with curriculum leadership responsibilities in colleges in all four regions of the province completed the survey.

Results Highlighted:
The majority of respondents favour a name for the provincial curriculum knowledge exchange other than the working title Provincial Curriculum Knowledge Exchange (PCKEN). However, no preference for a new name emerged.

The majority of respondents consider a discussion area, repository with a search engine, email functions, and electronic meeting software critical/important features. Links to twitter and facebook were not seen to be a high priority. Responses regarding the degree of privacy (password protection), the use of a moderator, and the need for peer review were mixed.

For full survey results including respondents' comments see the compiled results below.

Compiled results of survey:

1. **What name do you prefer for the proposed curriculum knowledge exchange network?**

   9   Ontario College Curriculum Exchange (OCCE)
   1   Provincial Curriculum Knowledge Exchange Network (PCKEN)
   10   Ontario College Curriculum Knowledge Exchange (OCCKE)

   Other (please specify)

Provincial Exchange Network for Curriculum Knowledge (PENCK)
Ontario Curriculum   Knowledge Exchange Network (OC-KEN)
Curriculum Exchange Network for Ontario Colleges (CENOC)
Colleges of Applied Arts and Technology Knowledge Exchange Network (CAAT-KEN)
Ontario College Curriculum Network (OCCN)
Ontario College Curriculum Web (OCC-WEB)

2. **How important is it that each of the following features be included in the knowledge exchange?**

Discussion areas (open to all members)

Critical to include	Nice to include	Not necessary	No opinion
20	2	0	0

Private discussion areas (open to selected members only)

Critical to include	Nice to include	Not necessary	No opinion
6	12	3	1

Ability to blog

Critical to include	Nice to include	Not necessary	No opinion
2	14	2	2

Links to twitter

Critical to include	Nice to include	Not necessary	No opinion
2	5	11	4

Links to facebook

Critical to include	Nice to include	Not necessary	No opinion
2	5	10	5

Email notification of recent posts

Critical to include	Nice to include	Not necessary	No opinion
12	9	1	0

Electronic meeting software (such as Go To Meeting)

Critical to include	Nice to include	Not necessary	No opinion
15	6	1	0

Ability to email all or selected CDAG members (similar to a listserv)

Critical to include	Nice to include	Not necessary	No opinion
22	5	0	0

Ability to download to mobile devices (epublish)

Critical to include	Nice to include	Not necessary	No opinion
3	13	2	3

3. It is expected that a repository to store resources (documents, links to other resources etc.) will be part of the knowledge exchange. In relation to the repository, how important are each of the following to you?

A search engine

Critical to include	Nice to include	Not necessary	Unsure
20	2	0	0

A repository that is accessible only to CDAG members

Critical to include	Nice to include	Not necessary	Unsure
11	4	5	1

A repository that is open to all members of the exchange

Critical to include	Nice to include	Not necessary	Unsure
18	2	1	0

A repository that is not password protected

Critical to include	Nice to include	Not necessary	Unsure
13	4	3	1

Peer review of documents uploaded to the repository

Critical to include	Nice to include	Not necessary	Unsure
11	8	1	2

Comments:
Both private and public areas critical for some groups—discipline specific

4. Assuming that the exchange includes both an open repository (available on the Web) and a repository that is password protected (accessible only by members), please indicate your preference for features for each repository.

Open repository				Restricted use repository			
Resources uploaded through a moderator				Resources uploaded through a moderator			
Critical	Important	Not needed	No opinion	Critical	Important	Not needed	No opinion
7	8	3	2	5	7	2	2
Resources uploaded directly by members				Resources uploaded directly by members			
Critical	Important	Not needed	No opinion	Critical	Important	Not needed	No opinion
4	10	2	2	4	7	5	1
Peer review of materials				Peer review of materials			
Critical	Important	Not needed	No opinion	Critical	Important	Not needed	No opinion
6	5	4	3	4	9	4	1

Open repository				Restricted use repository			

Search engine

Search engine

Critical	Important	Not needed	No opinion	Critical	Important	Not needed	No opinion
15	5	0	1	13	4	0	1

Comments:

If moderator used, recommend criteria/parameters, otherwise why moderator?

Review and upload process needs to be formed. We are representing all colleges of Ontario and need to be cognizant of that.

It is important that this is a dynamic site vs. a site with resources. We have "resources" but require sharing and dialogue from each other.

Appendix G

ABC Knowledge Exchange Network (KEN) Guidelines for Use

Getting Started

Use Mozilla Firefox as your browser when using ABC-KEN. If you do not have Firefox as a browser on your computer, you can download it free. Go to
http://www.mozilla.com/en-US/firefox/personal.html

You will find the ABC-KEN site at
http://kneet.senecac.on.ca/abc-ken

If you are on the ABC Curriculum Resources website you can find a link to ABC-KEN towards the bottom of the tabs on the frame on the left.

To log in to the Knowledge Exchange Network site…

Your user name is:
firstname.lastname
e.g pat.teacher

And the password is:
firstname123
e.g. pat123

 Please note that it is case sensitive, all lower case.

To change your password…

Click on "my account" at the top of the home page.

You will come to a page showing your email address. This will be the email address you gave when you registered for ABC. Below this are two text boxes marked "password" and "confirm password". Enter the password that you want to use for ABC-KEN in both these areas.

Scroll down and click "save".

Home Page

When you log in you will come to the ABC-KEN home page. Use the tabs at the top of the page to move around the site. You will find a message there explaining the function of each of the tabs.

There is an announcement area on the home page. You may need to scroll down to find it. We will use it to keep you posted on news and happenings. We hope you will check it out often.

Team Workspace

This area was set up so to support the Curriculum Conversation activity introduced in ABC Part 1. It is not working yet—but will be by the beginning of November. When you click on the Team Workspace tab, you will be taken to a discussion area that is private and will only be seen by you and your partner/members of your learning team.

It functions in the same way as the discussion area in the Curriculum Conversations area of the website. You can use it to post messages or share documents that will be accessible just to your team members.

Curriculum Conversations Area

This area of the website is set up as a discussion area. There are currently two forums in this area—Curriculum and General Discussions. *The Curriculum forum is the one that you will use when working on the curriculum conversations activity.* You will be posting a message by each of the due dates outlined in the curriculum conversation activity. You can use the general discussion forum if you want to communicate with your ABC colleagues about any other topic of your choosing.

**To post to the Curriculum Conversations Area…**

Click on the "curriculum conversations" tab at the top of the page.

Choose the forum that you wish to post to. If reporting on your curriculum conversation activity you will choose the curriculum forum.

If this is the first time your group has reported, click on *post new topic* found right under the red curriculum forum name. Add a subject and message in the text boxes. Be sure that the subject line identifies the curriculum issue or topic that you are working on. If you wish to add a document or file to your message, click on *file attachments*, browse for the file you wish to upload. Open or double click on the file just as if you were adding an attachment to an email message. Click *attach*. You can attach more than one file if you wish**. *Be sure to scroll down and click submit each time you post to the discussion forum.*** Other ABC colleague will be able to read your posting.

You can edit your document after you have posted it, just click on the "edit" button at the top left of the message.
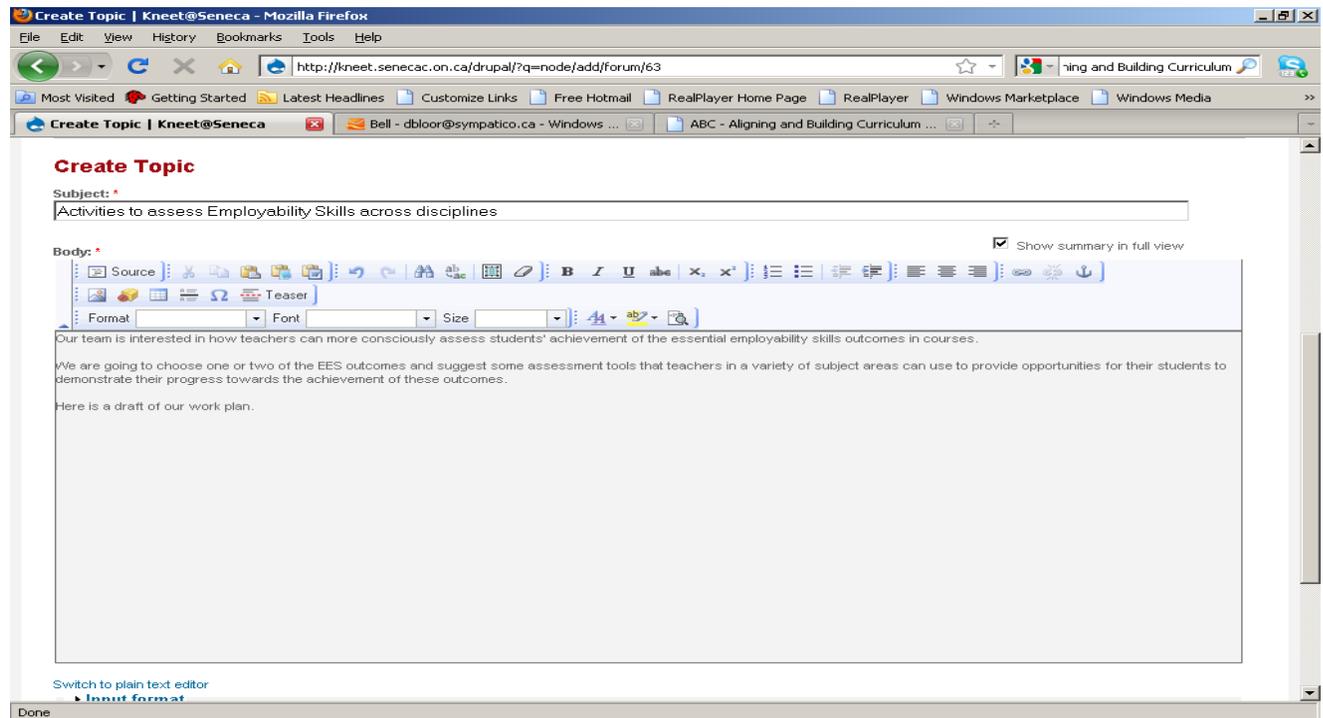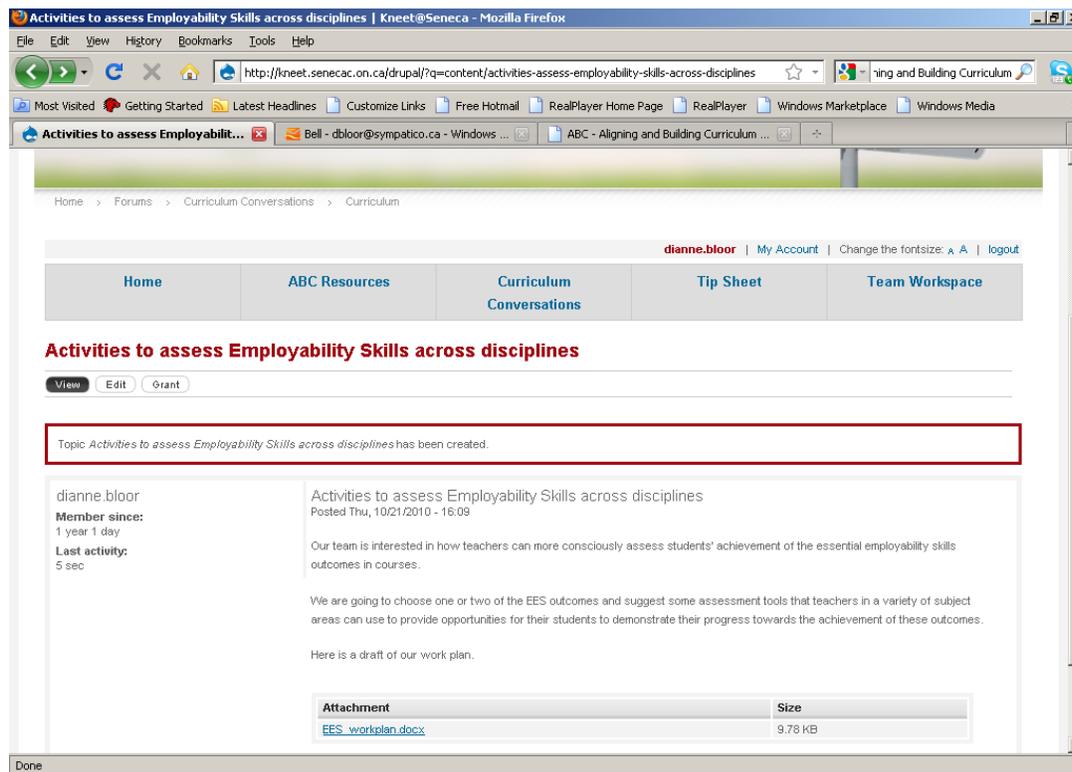
If you wish to respond to a topic or message that is already posted, click on the subject line of the message and then on the "*add a new comment*"/"*reply*" tab. You can add a subject and message in the text boxes provided. ***Don't forget to scroll down and click "submit" to post your message.***

To add a new topic to the forum, click on "*post new forum topic*" that appears right under the red forum name. Add a subject and message in the text boxes. Scroll down and click on the "submit" button.

You can check for new messages easily. When you click on the curriculum conversations tab you will see a summary of the postings for each forum and any new messages are identified. In the screen capture below, you can see that there is one new message in the general discussion forum.
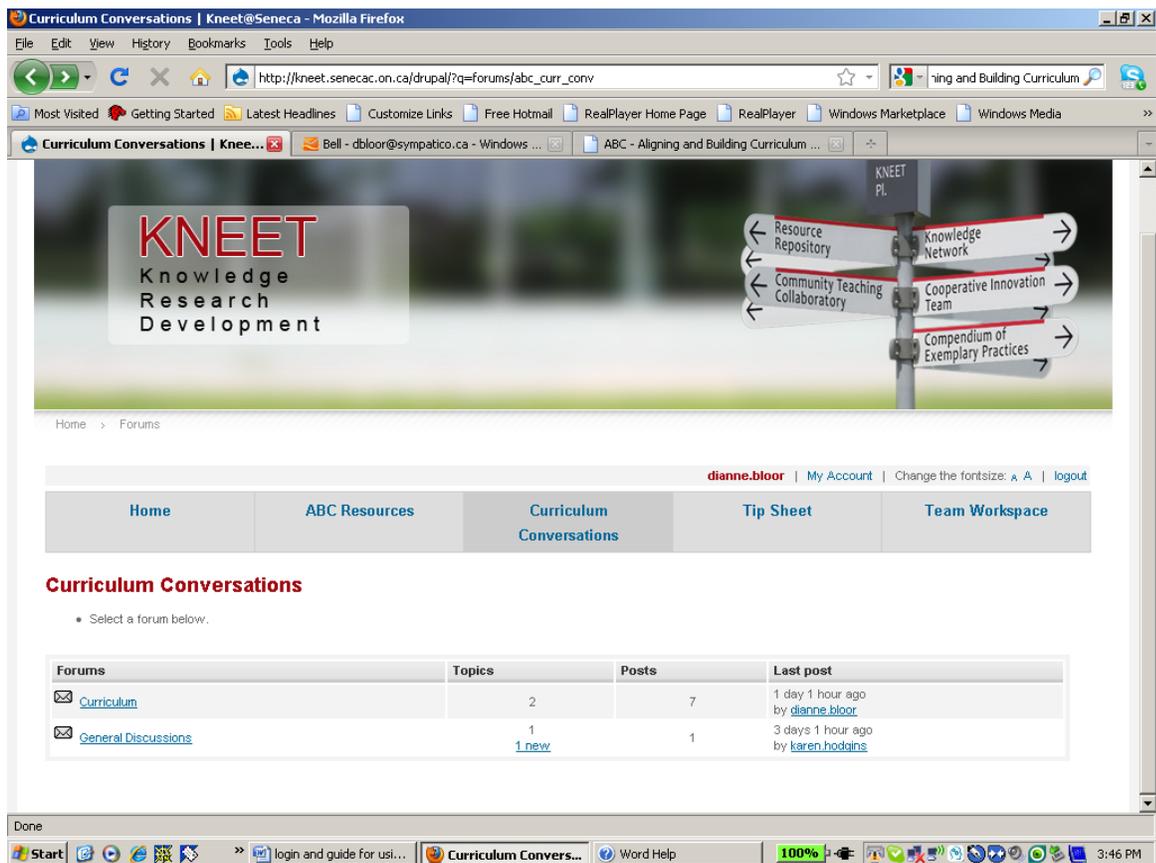
For help contact

Karen Hodgins at **k**hgrandbend@gmail.com or
Dianne Bloor at dbloor@sympatico.ca or
 the ABC Planning team member at your college

ABC –KEN Curriculum Conversations Activity

Context

- The Curriculum Conversations activity was developed to promote an ongoing curriculum dialogue among ABC participants. The goal of this conversation is the construction and exchange of curriculum knowledge. These conversations will build upon the foundational knowledge base established in Part 1 and will bridge the span between ABC Part 1 and 2.

- Participants use a self-selection process to form inter-college or intra-college working teams (either 2 or 3 people per team) based on interest in a specific curriculum related issue.

- Teams choose to collaborate on one curriculum issues they have identified as significant to them.

- Each team is asked to produce a curriculum product. Examples of curriculum products will be reviewed at ABC, but can include; a video, checklist, tip sheet, evaluation tool, learning activity, action research report etc.

- Teams will be assigned space on the ABC Knowledge Exchange Network (KEN) to collaborate and discuss their work. Each team's finished product will also be posted on the network.

- Posted products will be reviewed and feedback provided by fellow ABC participants.

- Teams are encouraged to make use of the resources on the ABC Resources Website, to complete this exercise.

- Project Coordinators, Dianne Bloor and Karen Hodgins, will moderate the network and provide support to the participants.

- Specific instructions for using the KEN will be provided at ABC Part 1.

Curriculum Conversation Posting Dates
November 30, 2010: Product concept or description and a work plan
January 31, 2011: Progress report and/or draft of product
March 15, 2011: Final product
May 15, 2011: Teams will have posted feedback to 2 products other than their own

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Note: Action Research: Action research involves "learning by doing". "The aim of action research is to solve the immediate and pressing day-to- day problems of practitioners" (McKernan 1998). Action research is carried out by practitioners trying to improve a given situation. The results of action research are intended to provide models, recommendations or concepts that will allow practitioners to act more skillfully. The method employed usually follows a cycle that involves; reflection and problems definition, action planning, taking action, evaluating the action, identifying findings, and revising the plan.   Briefly, action research involves studying an issue or problem, planning and acting upon it, and then evaluating the results of the action.

For the purposes of this exercise, examples of action research are; the development of assessment strategies, learning activities to support one of the Essential Employability Skills, moving classroom based activities to an online environment, or conducting peer reviews of course outlines, lesson plans or teaching practices or products such as tests, case studies etc. The team should explore an activity that is manageable within the allotted time span.