

HIGH IMPACT PRACTICES VISIBILITY PROJECT



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INTRODUCTION

As four primarily undergraduate liberal arts institutions, teaching across the Maple League is one of our greatest strengths. Through our four small communities, we are big in delivering extraordinary undergraduate student experiences.

This sentiment was only reinforced when Tiffany and Tanisha began a research project on High Impact Practices at the Maple League, interviewing dozens of faculty members to give their perspectives on innovative teaching experiences. Through these conversations, Tiffany and Tanisha heard exciting and inspiring stories of teaching HIPs at the Maple League – stories that should be shared and celebrated.

The High-Impact Practice Visibility Project was created to share what teaching at the Maple League looks like to celebrate and mobilize our teaching practices and inspire others to integrate HIPs into their classrooms.

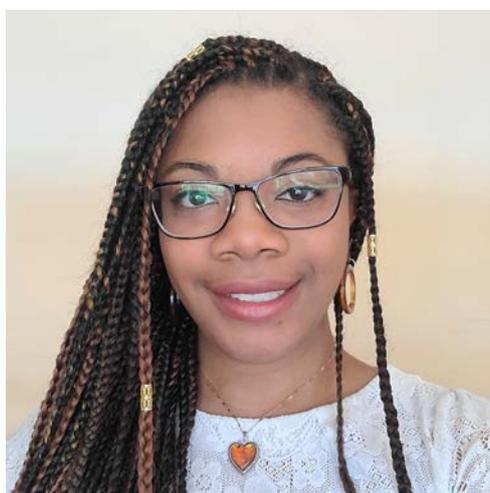


TIFFANY AND TANISHA



Tiffany MacLennan is a chemistry graduate from St. Francis Xavier University ('19, '20). Through StFX's McKenna Fellowship Program, Tiffany became a Post-Graduate Research Fellow at the Maple League of Universities. Throughout the year, Tiffany developed and led a comprehensive review of high-impact practices from the faculty perspective at the Maple League Universities. As an advocate for a higher education system that is accessible and affordable to all while remaining the highest possible quality, Tiffany hopes high-impact practices can be made more inclusive for all students.

Being the first in her family to graduate from university, **Tanisha Mélanie Campbell** enrolled in Bishop's University's Knowledge Mobilization Graduate Certificate Program and graduated in August 2020. Following her positive practicum experience in working with Tiffany to unify and amplify the voices and perspectives of students and faculty regarding the experiences of first generation students in the higher education context, Tanisha continued to hone her skills and methodologies to bring key information to the target stakeholders across the Maple League consortium. Tanisha continues to endeavor in advocating for equity, diversity and inclusion into pedagogy and believes that high-impact practices play a crucial role in this process.





HIGH IMPACT PRACTICES

Summarized from Kuh (2008).

FIRST YEAR EXPERIENCES

Engaging first-year focused courses and activities that bring together students and faculty introducing students to critical inquiry, collaborative learning, writing, and overall student development.

UNDERGRADUATE RESEARCH

Research experiences where students are able to work closely with faculty to make contributions to the field they are studying either in-class or as additional learning.

CAPSTONE PROJECTS

Requires students to reflect on their experiences and create a project such as a research paper, portfolio, exhibit that puts the students' knowledge on display.

WRITING INTENSIVE COURSES

Courses that emphasize writing at any level of instruction. These courses require students to write often, revise, and evaluate their writing.

COLLABORATIVE PROJECTS AND ASSIGNMENTS

Projects and assignments that bring students together to solve large problems allowing students to deepen their own understanding of a topic while learning how to be an effective team member.

GLOBAL LEARNING

Learning opportunities that allow students to deepen their world knowledge, experience new cultures, and explore complex issues such as race, ethnic, and gender inequality. These learning experiences take place in classrooms, in communities, and around the globe.

LEARNING COMMUNITIES

Creating learning opportunities for students that tackle big problems and extend beyond the classroom. Learning communities are often interdisciplinary.

INTERNSHIPS AND FIELD EXPERIENCES

Either work-placements or in-course components that allow students to get extensive, hands-on experiences within their field.

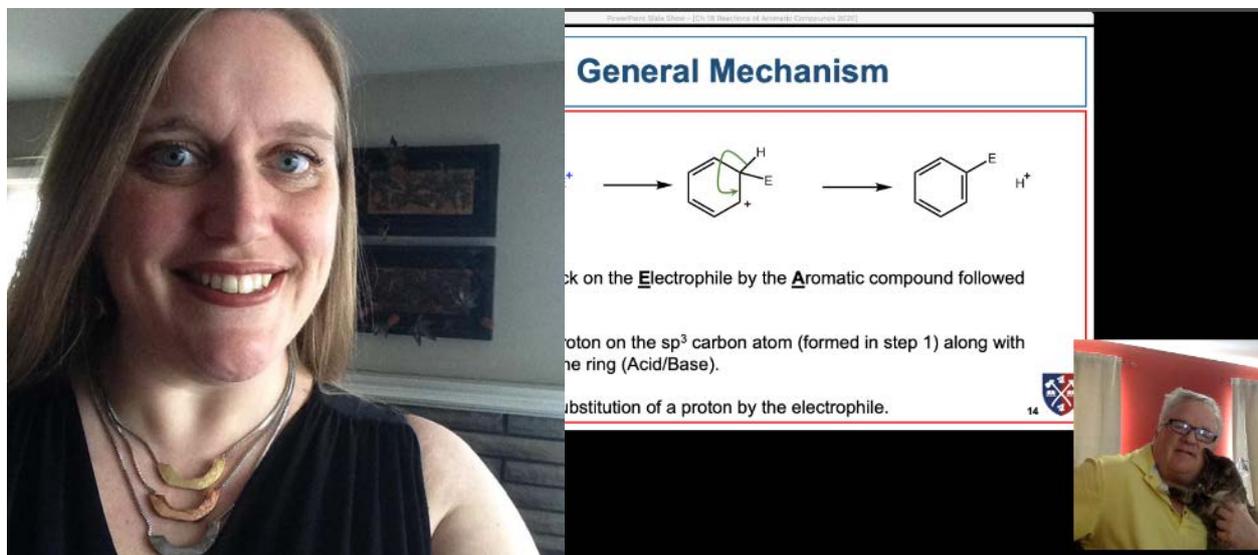
COMMON INTELLECTUAL EXPERIENCES

A set of structured courses, programs, or experiences that students take together providing a richer educational experience.

SERVICE & COMMUNITY ENGAGED LEARNING

Connecting students directly to their communities to work on projects and problems faced by local organizations such as non-profits. These opportunities allow students to apply their classroom knowledge to real-life scenarios.

FIRST YEAR EXPERIENCES



General Mechanism

Reaction scheme showing the mechanism of electrophilic aromatic substitution:

[E] + c1ccccc1 >> [c1ccccc1E].[H+]

Attack on the **E**lectrophile by the **A**romatic compound followed by loss of a proton on the sp^3 carbon atom (formed in step 1) along with the ring (Acid/Base).
Substitution of a proton by the electrophile.

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DR. ANNA KIEFTE AND DR. JEFF BANKS

Acadia University

In September 2020, we planned, produced, and hosted nine Teams Live sessions where students could hear from faculty and staff from Acadia about various topics designed to help them to be successful during their university experience. Topics included: ways to get started on the right foot, technology tools and best practices, study skills, time management, avoiding plagiarism, information about research and facilities on campus, library resources, critical evaluation of information, fostering personal wellbeing, and help centres and other academic support resources. Students were able to ask questions and draw from the experiences of presenters. The sessions were also made available for all students to watch afterwards at a time of their choosing.

FIRST YEAR EXPERIENCES



DR. DAVE RISK

St. Francis Xavier University

My 100-level Environmental Earth Sciences class lacks a formal lab and means to deliver hands-on experience. So, on a Saturday I offer my time, research lab, and instrumentation for measuring carbon dioxide and methane. I show students how to measure carbon dioxide and methane levels in a bag sample of air and then offer groups a measurement challenge. I may ask them to tell me how carbon dioxide builds up within occupied indoor spaces. Or, to document carbon dioxide levels on Main Street relative to the green

spaces in town. Or, to find the sewer grating on campus with the highest levels of both gases. Students spend a few hours exploring and collecting samples while popping into the lab regularly for sample analysis and discussion. For some students it's their first introduction to air sampling, and to some parts of town! This lab is optional but almost everyone opts-in.

DR. ELIZABETH WELLS

Mount Allison University

My focus in first year foundation courses is to create signature pedagogies that make students into mini-musicologists. I have them write their own music histories, through either prose or graphic formats, so they can see where they come from and that they are part of an ongoing story of music history. I have them write an ethnography of the building they study in, so that they can see how place and design feed into the kinds of things they are studying, and what they are studying. I also have them do a learning philosophy, so that they understand better why they are here and doing what they are doing. These, and other various assignments are meant to immerse students in the world of music history and prepare them for future courses.



FIRST YEAR EXPERIENCES

DR. GREGORY BROPHY & DR. SHAWN MALLEY

Bishop's University

Our experiment in team teaching began as a means of tackling a broad array of literary, film and media texts in our high enrolment introductory course, ENG100. Rather than split teaching assignments into areas of expertise, our approach is an oftentimes untidy extended dialogue, a performance of interpretive work in real time as a way of modelling critique as a social act. In any given moment, one of us holds the stage while the other teaches by modeling active reception: taking notes on the board, asking for clarification, and posing challenging questions.



Such impromptu exchange requires flexibility and even humility, a readiness to hear challenges and change course. It's a matter of pride to see many of our students quickly internalize these values, fostering incisive intellectual friendships as an integral strategy for engagement, success and ultimately pleasure. This collaboration has inspired our renewed thinking about scholarly authorship: we are now actively engaged at the nexus of critical thinking and cooperative pedagogy, having co-authored an article in *Science Fiction Film and Television* (July 2020), with a book project underway.

COLLABORATIVE PROJECTS AND ASSIGNMENTS



DR. ERIN AUSTEN

St. Francis Xavier University

As a way to meaningfully learn about accessibility, students (n=30) in Applied Psychology Health (Psychology 362) were co-researchers in a course project. In Phase 1, students worked in small groups to conduct an accessibility audit of the entrances and pathways leading to four high-traffic buildings on campus. Using the data, they identified areas for improvement. In Phase 2, students co-constructed a survey designed to capture perceptions of campus accessibility and identify priority areas for action. After obtaining ethics approval, the survey was circulated to the campus community.

Students reviewed the data, developed a coding scheme, conducted a cursory coding of the data, then summarized key findings. In Phase 3, they reflected on what they learned from the project; they indicated that it deepened their understanding of accessibility. After the course ended, two students volunteered to continue working on the project; they re-coded and analyzed the data and are co-writing a manuscript.



DR. JESSICA RIDDELL

Bishop's University

Teaching Seventeenth-century literature in the midst of COVID, geo-political instability, and a rapidly evolving news cycle is not for the faint of heart. This term, I've taken 300 level senior seminar on Paradise Lost and renamed it to "Milton's Guide to Wicked Problems." Taking a trial as a guiding principle, we ask a central question: who's fault was it? We are, of course, referring to the original sin, the dirty deed that got us kicked out of the garden and inspired two millennia of laments over the loss of our pre-lapsarian state. So who's fault was it? Is Satan guilty of Crimes against Humanity (using the International Criminal Court as a guide)? Or did God set us up for failure? Is it all Eve's fault, or was it the stupidity of Adam that inspired our [down]fall? Students work together to defend or prosecute all these players, and the course culminates in a trial. How that trial takes shape, and how students participate (as witnesses, prosecutors, advocates, orators) is up to the members of class to design, create, script, and stage.

COLLABORATIVE PROJECTS AND ASSIGNMENTS



DR. CHELSEA GARDNER

Acadia University

I often integrate Wikipedia assignments into my classes at Acadia university through the Wiki Education platform, which is a great example of a high-impact pedagogical practice: students embark upon a semester-long project wherein they begin with a gradual introduction to the Wikipedia platform and complete low-stakes trainings and exercises throughout (e.g. 'Evaluate an Existing Article', 'Add a Citation', and 'Contributing Images and Media Files'). Over the course of the semester, classroom discussions cover research methods, how to write in a clear, straightforward and unbiased manner, and guidelines for peer review. As a group we address topics including institutional knowledge barriers - Wiki Education acknowledges the considerable access to knowledge that post-

secondary students enjoy through institutional affiliation and contextualizes that within a global scale:

As a student, you can access knowledge that most people can only dream of. You have your library. You have access to academic journals and textbooks. Writing for Wikipedia makes knowledge available for others to learn from. You also have your brain. You have the critical thinking skills, and the academic know-how, to help others make sense of the subjects you're studying. Imagine the difference your knowledge can make in people's lives. That's why we're asking you to write for Wikipedia."

This statement is both enlightening and empowering for students. We also collectively discuss Wikipedia's content gaps, and students are often displeased that there exists a stark gender gap on Wikipedia, in that male-identifying individuals greatly outnumber any other demographic group both in Wikipedia content (articles, specifically biographies) and Wikipedia participation (editors). This is especially salient in undergraduate humanities classrooms like my own, wherein - at least in North America - individuals identifying as women tend to outnumber those identifying as men.

Ultimately, my microscale goal is for students to enjoy the assignment by improving articles that interest them or those that they feel are important to improve, whether related to popularity, content gap, or another reason entirely. Enjoyment of the assignment and the sense of accomplishment that accompanies impactful research and knowledge production directly affect students' decisions to continue to edit and improve Wikipedia in the future, thereby continuing to ameliorate the collective body of globally accessible information about the ancient Mediterranean world.

COLLABORATIVE PROJECTS AND ASSIGNMENTS



DR. ELIZABETH JEWETT

Mount Allison University

sets; new (inter)cultural milieus are explored; and empathy is generated towards colleagues' experiences and those of the artistic communities.

Experience the Arts (CANA2201) facilitates student-led and self-directed learning through collaborative course design and participation in various artistic endeavors. Students create and form consensus on assignments and assessments. They gain hands-on experiences via interactions with local artists, speakers, industry representatives, knowledge holders, and gamers. Certain activities are pre-arranged; the majority are chosen by the students during the semester. Some incorporate existing co-and-extracurricular activities and jobs into these experiential learning dynamics. Roundtables and contemplative writing hone deep reflection and listening skills. Connections are made between classroom work and wider life and skill

PROF. JENNIFER DOWNING

Bishop's University

These times have been challenging for both the students and for myself, as a prof. Since the start of COVID-19, there have been many changes to my pedagogical approach for class delivery. However, some approaches have had surprising benefits that I may continue when classes return to normal. One approach that I used, was having students collaborate with a partner to lead online summaries and discussions from class readings. Once the students understood that it was a critical online discussion, it went well. I believe the shared experiences and critical discussion augmented what was taught in class. Furthermore, for this semester, I have included guest speakers for both my AGR 172 & AGR 303 classes. I believe these speakers add experiences and knowledge that truly enrich the students' learning.



SERVICE & COMMUNITY ENGAGED LEARNING



DR. MARY SWEATMAN

Acadia University

Acadia's Community Development Department's First Year Experience is a two-day immersion into a local town on day-one and a residential camp experience the next. The purpose is to build relationships and introduce community development skills through experiential learning. Each year we partner with a local community to help generate data on a community issue. The main goals of day-one are to teach the students community asset-mapping techniques and gather contemporary data that is valuable to the town. Depending on the project, we conduct around 50 interviews in the community, analyze the data, and present the findings at a town council meeting (at a later date). After the immersion day in town, we all head to a local residential camp, for an evening of data analysis, debriefing and campfire activities. The next day is spent rotating through a series of community development activities facilitated by faculty and senior students

Learning does not begin or end with the university. It involves many people, places and events over a lifetime, along with all the hardships and beautiful moments along the way. To capture some of these worldly complexes, I like to harness as many of these life elements and their moving parts in my courses. One way this happens is through an internship program I offer through the Centre for Justice Exchange – a collective of academics, students and volunteers who consult and collaborate with varying partners in the justice system, including people in prison. As part of a hands-on educative initiative, students learn about the many levels of thought and intervention in their area of study, while sharing their own skills and resources. Learning as such is a point of praxis that invokes conceptual, practical and visceral understandings and exchanges within a broader community. It is therefore not uncommon for transformative shifts to occur as we move through the work, experiences and our sense of self in relation to ourselves and the people whose paths we cross.

DR. VICKI CHARTRAND

Bishop's University



SERVICE & COMMUNITY ENGAGED LEARNING

DR. ERIN STEUTER

Mount Allison University

Community-engaged learning combines community partnerships with academic instruction and critical reflection, creating a rich experience of social and civic responsibility for Mount Allison students. In Dr. Erin Steuter's Critical Media Analysis class, students completed a unit on fake news, one of Steuter's areas of research and expertise, and then put their learning into practice. They found a perfect match — Exact NB, a non-profit group that helps citizens recognize disinformation about important issues, including health and politics. The students created a



video, along with Professor Steuter, launched on National Fact-Checking Day, that helps the public examine fake news: its sources, who and why it negatively targets, why it gets shared so quickly, and how to deal with it systemically. Although students learn academic concepts in class, community-engaged learning allows them to understand the goals of a non-profit partner and develop skills to make their new-found knowledge accessible to a public audience.



DR. ANGIE KOLEN

St. Francis Xavier University

Students in HKIN 425: Children Growth and Development (first term; usually 45-65 students) and HKIN 426: Health Education (second term; usually about 60-75 students) are provided with the opportunity to participate in service learning – either with me and the programs I created to ensure sufficient options for EVERY student to participate, if they wanted or with the other 16-20 options Service Learning at StFX arranges (generally about 4-10 students choose this option). FYI, most years, ALL students choose to participate in Service Learning.

Fit 4 Life was started in January 2004 to provide a highly active, engaging and positive low organized games program to children in grades 3-4 after school. Fit 4 Tots was started in September 2008 to provide an opportunity for toddlers to explore movement in a uniquely constructed environment for an hour or so each week for 10-12 weeks each academic term. In these programs and the other service learning options students in HKIN 425 and HKIN 426 have the opportunity to learn more about and connect material they are learning in class to children's physical growth and development (term 1) and children's health (term 2).

UNDERGRADUATE RESEARCH



DR. GENIECE HALLETT-TAPLEY
St. Francis Xavier University

One of the focal points of my academic career has been the inclusion of undergraduates in research settings. I truly believe that experiential learning settings provide undergraduate students with skills that are largely beneficial when they continue on to further their education or in the workforce. This pedagogical approach is one that is unique to the Maple League and is one of the main advantages of obtaining an undergraduate education at one of these institutions. I am all too familiar with the benefits of including high impact practices in undergraduate curricula, as an Associate Professor at StFX, as well as my own undergraduate career at Acadia University. From the perspective of my chemistry background, my undergraduate students are exposed to research settings in my classes and my research program.

In my senior level classes, I strive to ensure that all of my students are exposed to traditional experimental practices, to ensure that, upon graduation, they are equipped with the necessary knowledge to enable them to be successful. My research program is mostly sustained by undergraduate researchers. These students are able to be at the forefront of experimental design and implementation – uncommon at research institutions. These students quickly become independent in the laboratory setting, gain hands-on experience with a myriad of experimental techniques and are pivotal in the preparation and submission of scientific contributions. Such experiences are what make the scholastic practices of the Maple League institutions unique and enable us to provide some of the best undergraduate educational experiences on a national and, even international, stage.

UNDERGRADUATE RESEARCH

DR. JUAN CARLOS LOPEZ Acadia University

A collaborative approach has helped me address other aspects of education that deal with pedagogy, inclusion and student success. Two of the laboratory exercises that are now part of our curriculum have been developed in collaboration with upper-year learners as part of research topics courses. One exercise on stress physiology, developed by a student that took the introductory laboratory course and later became a TA for it, presents learners with strategies and campus resources they can use to cope with academic stress. We discuss



mental health and campus resources in the context of the human physiological response to stress. A second exercise, recently developed by an indigenous student who had also taken the course, presents Mi'kmaq traditional knowledge in the context of native plant identification. Creating this lab exercise was a meaningful experience for all parties involved and has added a new cultural dimension to an existing first-year laboratory exercise.

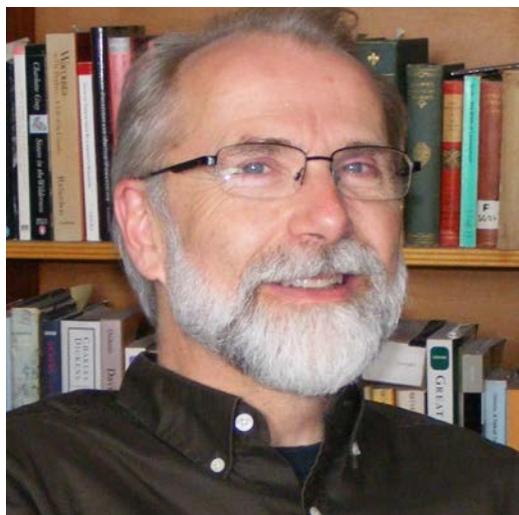
DR. LORNE NELSON Bishop's University



It is clear that an undergraduate's level of engagement is strongly correlated with their academic performance and their longer-term success. But how can we accelerate this engagement? My strategy is to offer students thought-provoking lectures that allow them to synthesize their own knowledge through constructivist pedagogy while providing them with the context of how their learning is connected to the 'big picture'. And for those who show a deep passion and aptitude for the subject, they are introduced to research at an early stage. This has been achieved by hiring

them as research assistants, giving them the opportunity to work at top-notch research facilities (e.g., observatories), and by sending them to present their findings at professional conferences. More than 3/4 of those students continued on to graduate school (or professional studies such as medicine) and two were recently awarded the prestigious Vanier Scholarship. Engagement and leadership are the key elements to a successful outcome!

INTERNSHIPS AND FIELD EXPERIENCES



DR. ROBERT LAPP

Mount Allison University

Two HIP's have combined to change my approach to a large, 180-student "Arts credit" class. Internships---in this case Teaching Internships---create an opportunity to collaborate with students on syllabus and assignment design. In 2013, my Teaching Intern helped me re-design my large "Literature, Arts, and Humanities" class, convincing me to turn it into a Writing-Intensive course. He suggested a "device-free" classroom: while the course itself was mounted on Moodle, we dropped the daily PowerPoints in exchange for students putting away phones and tablets, all with a view to mindfully listening to each other. After an opening breathing exercise, each class was structured around two writing opportunities: the first, in response to a "Daily Thought-Starter" to stimulate conversation around the day's theme, the second in response to a focus-passage from the day's readings. In each case we all wrote (with pen and paper) for five minutes, followed by ten minutes' discussion. Students TA's took notes on these lively conversations, later included in Classnotes published to Moodle. On the way out of class each student handed in their writings for the day, worth 1.5% of their final grade (24 classes x 1.5 = 36%). Following class each day, the Intern and I plus four TA's each took one sixth of the writings (30 students), quickly assessing them out of 1.5 with the simple rubric of 0.5 for "being there," 0.5 for basic engagement, 0.5 for quality engagement. The vast majority of students earned the full 36% of their grade this way, due, I believe, to the informal format, the promise of authentic discussion, the lack of distractions, and fair reward for engagement. Two other outcomes: authentic jobs for TA's and exceptionally high attendance (students who missed a class could make up the 1.5% by attending any university event and writing a page of reflections linking the event to course themes).

These HIPs have completely changed my approach to teaching large classes.

INTERNSHIPS AND FIELD EXPERIENCES

DR. ANDREW MACDOUGALL

St. Francis Xavier University

In the environmental sciences the outdoors is our lab, and thus field learning is critical to education in these sciences. CLEN 304 Regional Weather and Climate teaches students about weather and climate at the local scale. The course is centred about three multi-week projects combining lectures, readings and a field project.

Photo shows three CLEN 304 students working on their final project to measure the wind profile at Crystal Cliffs. (From the left Daniel Aitken, Dr. Andrew MacDougall, Mitchell Brown, and Brandon Carter, photo credit Daniel Wesley)



DR. HEATHER LAWFORD

Bishop's University



One of the first things we learn in practicing knowledge mobilization is the importance of building strong relationships where all the stakeholders can find benefit. This is at the core of our practice in creating practicum experiences for our students. Practicums are designed through ongoing discussions with partnering organizations and the students. For each placement, we strive to strike a balance between supporting the student's short and long term goals, offering the partnering organization a tangible and useful product, and incorporation of the theory and tools that students engage with in their coursework.

INTERNSHIPS AND FIELD EXPERIENCES



MICHELLE LARSON

Acadia University

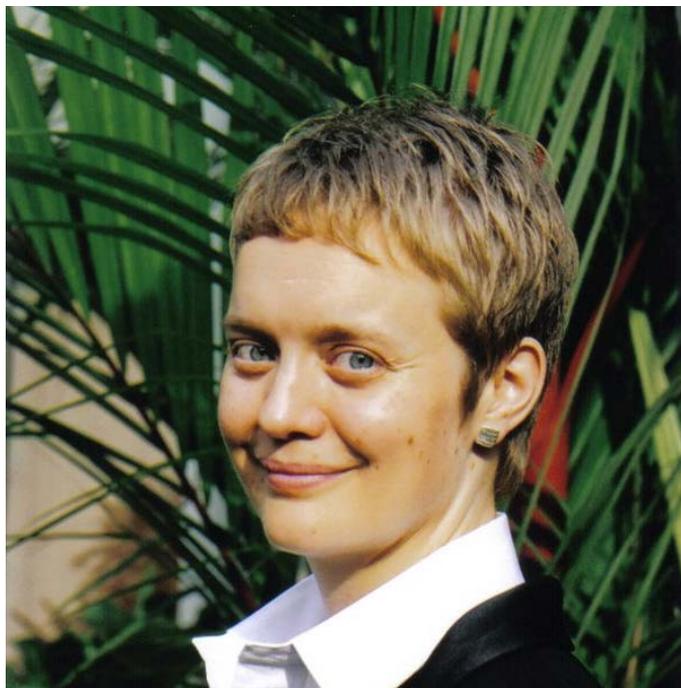
Acadia Co-op students in programs spanning the Arts, Sciences, Business and Community Development have the opportunity to work with employers in their chosen field of study to gain relevant hands-on learning as part of their degree requirements. As part of Acadia's nationally accredited Co-op program, students typically complete three to four 4-month Co-op work terms with different employers in varied work environments with diverse responsibilities. The exploration of and ability to test-drive careers helps students direct future educational and career choices based on first-hand knowledge. Substantial technical and transferable skill development occurs as students apply knowledge gained in the classroom to real-life situations. With reflective practice at Co-op's core, students transform experience into learning, and increase awareness of their knowledge, abilities and self. Having tackled new, challenging experiences and succeeded in those endeavors, students routinely comment on a significant increase in confidence in both themselves and their futures. Through Co-op, students build their professional network, develop mentors, gain references and often are offered full-time employment following graduation by past Co-op employers.

COMMON INTELLECTUAL EXPERIENCES

DR. LINDA PEARSE

Mount Allison University

Creating a community of learning brings learners of all ages together in ways that connect an emphasis on innovation and collaboration with stretching the walls of the classroom. My role as Artistic Director of the Sackville Festival of Early Music allows me to turn live musical events into opportunities for multi-generational learning and co-curricular activity. Faculty across campus link curricular content with the activities of the music festival (e.g., a religious studies course was linked with a concert on sacred



songs given by New York Polyphony – 2016). In my own Baroque Performance Practice class, visiting artists joined the class to engage in a wide-ranging conversation on music that we had been studying. The students attended the concert as part of the course and reflected critically on the ways in which the artists engaged with performance practice in their live offering.

Learning also extends beyond into the broader community. Student interns prepare educational materials that high school teachers implement in their classrooms prior to outreach performances. In 2020, we created 8 free-of-charge asynchronous modules for high schools in the Maritimes in collaboration with Québec ensemble l'Harmonie de Saisons. In non-pandemic times, visiting ensembles perform outreach concerts for area schools and the local nursing home. Bringing the learning full circle, students work with visiting musicians in master classes, and participate in interdisciplinary panels that bring artists, community, students and faculty together.

COMMON INTELLECTUAL EXPERIENCES



DR. JONATHAN LANGDON

St. Francis Xavier University

The Development Studies Program at St. Francis Xavier University uses an innovative scaffolded approach to layer service learning and experiential learning over the course of a student's degree. Individual courses at 1st, 2nd and 3rd year contain a variety of direct service learning opportunities, as well as project based service and experiential learning possibilities, and our 4th year is framed by an 2 to 3 month internship with a change

making group or organization whose learnings are unpacked in a seminar course that follows the internship. While each of these experiences is individually relevant and impactful, it is there intentional scaffolding that allows the learning from each to build on that which was learned before. In this sense, DEVS@X provides students the opportunity to graduate with 4 years of layered experiential learning and community engagement, both in Canada and elsewhere in the world, under their belt.

I am a facilitator of student experiences at Bishop's and have enjoyed seeing our students reap the benefits of high impact educational practices. They have worked on applied research projects with real organizations and have participated in Alternative Spring Break, whereby they work with a community organization to solve a current challenge. Our students have also visited companies to learn about their best practices and learn from business professionals. As such, our students are developing specific industry knowledge, while building their general competencies in teamwork, communication, critical thinking, problem-solving and global fluency. Finally, over 3-4 years, all business students

complete 42 credits of common core classes to ensure a strong understanding of business fundamentals and common learning experiences for which the rest of their degree is built on.



CHARLENE MARION

Bishop's University

COMMON INTELLECTUAL EXPERIENCES

Many traditional courses in the School of Music are historically rooted in many troubling traditions and we are beginning to address the deep inequity in representation and voices that exist in our discipline. In my own approach to assessing how I need to change I have started with the question "who is not in my music spaces?". My entry point, as it were, to who I am not connecting with. My students are always being asked to find the questions, not the answers to the work they do and to lean into the uncomfortable spaces because it is in those spaces they will find the next level of themselves as engaged, reflective musicians and people.

Our new fourth year course, Musicians in Contemporary Communities directly addresses "ways of knowing". How we as musicians must completely reassess how we enter communities and determine what "is". To be positive facilitators of culture and art we examine new ways of observing musics and people in communities so we may create safe spaces for discovery and expression for all in the communities we live in.

PROF. MARK ADAM
Acadia University



WRITING-INTENSIVE COURSES



DR. PATRICK MCBRINE

Bishop's University

I am especially excited about working with first-year students and their writing. Written communication is a core skill, and students need training and practice early in the academic careers to establish a pattern of success. In my own writing-intensive courses, I emphasize constant, short-form writing and revision through creative and collaborative assignments that allow students to read and write together. In our workshops, we read a short text for the first time together (10 minutes) and then work

through a series of writing-focused questions (5 minutes each), which students answer individually (25 minutes). We then come back together as a class and discuss critical elements of these questions (30 minutes) as the basis for a particular assignment, be it a summary, analysis, or argument. Once the assignments have been submitted and graded, they are then returned to students for review and revision. All writing is revised and resubmitted as part of midterm and final portfolios, so that students can see that strong, effective writing comes from practice, revision and often collaboration.

To develop a way to engage all students across differences in sex/gender, sexuality, racialization, class and so on, I developed the classroom passport. It is the student's passport into the class. Based on the readings (and/or lectures if a flipped course), students must use a template of questions. These vary from course to course but usually include: What is the major theme of each reading, what is the most important thing you learned, a question about the reading and what (from the readings) would you like to know more about. Live in class, I take these in at the beginning of class. I pick from the submissions (anonymously) and we use these to frame discussion for the class. An alternate includes having students pair (with their passports), square

and then share. I have adapted and used this online as well within forums. This seemingly small tool has been very effective in democratizing questions and participation and in framing deep and inclusive discussion. Students have noted in SETs that they come to class prepared as a result of the passports (see page 30). They have written "weekly passports...help us stay accountable and engaged" while another wrote "Toni's enthusiasm, evaluation and classroom passports were the best!"



PROF. TONI ROBERTS

Mount Allison University

WRITING-INTENSIVE COURSES



PROF. BRITTANY MACDONALD
St. Francis Xavier University

While Engineers are typically noted to be strong in mathematics and the sciences, one must not forget that without strong communication, engineers cannot be successful. Engineers work toward the betterment of society and early on in their studies should be introduced to effective communication and dissemination methods; through industry experience I have seen that professional communication is required to share details on projects and problems with multi-faceted groups. I incorporate intensive writing strategies into my Engineering Design and Graphics (ENGR 128) course through term projects, case studies, and Service Learning. The Service Learning program, unique to St.FX, allows students to work directly with members of the St.FX and Antigonish community towards unique problem solutions such as mobility and accessibility issues. This places students and community members in a consultant/ client scenario, building in-person and written communication skills through the engineering design process. While early in their studies, students will begin to think and conduct themselves as professional engineers; this means communication structure from appropriate casual communication (email) to a proposal and formal report. Overall, the power of communication is conveyed as the driving force of engineering success.

GLOBAL LEARNING



DR. SUNNY LAU
Bishop's University

To promote teaching as research praxis, I engage my student teachers in inquiry-based learning. For example, in EDU 207 Teaching the Young Second Language Learner, my students get to work with children individually and/or in groups in three classrooms of different grade/language levels. Using concepts learned from the course, they collect initial data of children's aural, oral, and/or written language development, based on which they then develop and implement a follow-up lesson. The inquiry process helps deepen my student teachers' understanding of assessment for and as learning and the importance of reflective practice to find ways to meet learner needs.



DR. DAVID HORNIDGE
Mount Allison University

The place where my colleagues and I in the MTA Physics Dept have the highest impact is in hiring undergraduate students to assist with our research programs.

Every summer we employ approximately 10-15 students to help with experiments in our research labs, and about half of those use their work as part of their honours thesis requirements. This experience has numerous benefits including exposing students to actual physics research and experiments, along with giving them the tools they need to be successful at the graduate level, in professional programs, or in the modern workforce.

GLOBAL LEARNING



DR. CONOR VIBERT

Acadia University

A few days ago Tiffany reached out to me and asked if I could share a few words about my undergraduate business elective course, Doing Business in Japan, that I deliver in good times, at Acadia University in its F.C. Manning School of Business.

As an educator, I believe I can help foster global learning by encouraging students to be curious, learn another language and spend time in other countries. Specifically my contribution is to enable them to spend time in another country, at least for two weeks. I suggest four learning objectives for this course and they are: to learn about one of largest economies in the world and an important trading partner of Canada; to enhance student understanding of Japanese culture business practices through readings, videos and site visits; to experience business life in a fast-paced Asian work environment specifically the Tokyo and Kansai regions of Japan; and, to gain an understanding of how the social and cultural norms of a country influence business practices.

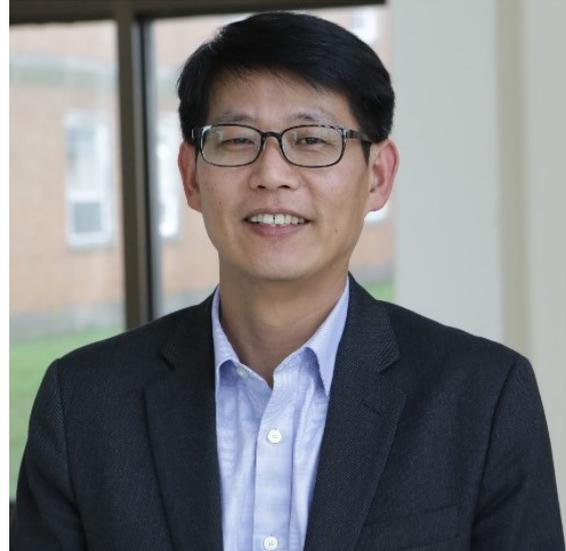
In 2020 while in the Kansai region, we visited the Daikin Innovation Center, the Innovation Center of Mitsubishi Electric, as well as the Toyota Museum in Nagoya. Following a visit to Doshisha University, we then took in cultural sites including Gion, Himeji Castle and Dotonbori. While in Tokyo our students learned about Japanese business through visits to, or presentations by representatives of, Iwatani, Manulife Japan, Rio Tinto Japan, Sony, the World Wildlife Fund Japan, Yamaha Music and the Canadian Chamber of Commerce in Japan. Cultural site visits included the grounds of the Imperial Palace, Senso-ji, and Ginza. Fingers crossed we will return with a class of students in early 2022 and if there is an interest, open up the course to students at the other Maple League universities.

GLOBAL LEARNING

DR. YOUNGWON CHO

St. Francis Xavier University

This experiential course on the UN is built around student preparations for, and participation in, the annual National Model UN Conference in New York City, the largest intercollegiate conference of its kind drawing thousands of students from over 400 universities and 130 countries. In the months leading up to the five-day conference, students learn not only about the basics of the UN and its various organs, but they also engage in an in-depth study of their



assignment country, its foreign policy orientations, and the agendas they will be tackling at the conference. At the conference they meet and work with students from around the world in proposing, debating and voting on resolutions on major global issues. A briefing session by the permanent mission of the country they are representing is usually part of the conference as well. The experiential, immersive nature of the conference has been highly effective in helping students attain a deeper understanding of the workings of the UN and appreciate the complexity of contemporary international issues confronting the world, while the opportunity to meet and interact with students from around the world has broadened their horizon to analyze such issues from a wide range of global perspectives.

LEARNING COMMUNITIES



DR. JASMEEN SIDHU
Bishop's University

Community building in a classroom is a challenge in general; however, it feels like an impossibility for online teachers during Covid-19. To try and foster a sense of community, I use several high technological and low technological resources with my online classes. All the courses I teach have social media platforms (Instagram/Tik Tok) populated with micro-lectures, Microsoft Teams set-ups, and highly interactive Moodle pages. They also have online study groups with a maximum of 10 people each to foster communication, built-in dedicated class time for casual conversations, and interactive exercises. By utilizing these modern and classical techniques, the hope is to build a sense of community with students, which may help modernize the traditional university education. As the world does not look the same as it did ten years ago, why does our education model look so similar to the one from 150 years ago?



DR. SOPHIE BOYER
Bishop's University

Teaching is about connecting, drawing parallels, between that book and its adaptation to the screen, between this painting and that Freudian concept, but, more importantly, it is about connecting humans with one another in their existential quest(s), not just in the fictional realm, but very concretely, hic et nunc, in the classroom. This is why, in my task as an instructor of German language, literature and culture, I always favor an interdisciplinary approach that makes space for students' creativity and personal experience: how can they make links between their everyday life and what they are learning with me? how can they contribute turning their learning experience into a collective adventure? how can they help me learn about their fears and their dreams? My most important task, ultimately, is to listen.

LEARNING COMMUNITIES

High impact practices take a number of forms, and students in the BBA program in the Gerald Schwartz School of business have the opportunity to participate in a number of them. It begins in their first year, in our Introduction to Business labs where students develop key skills for success in our program, and culminates in a variety of capstone experiences and the use of learning communities in our students' senior year.

Along the way, some of the practices that I use include debates, field trips, service learning and reflective assignments. In Business Ethics, students participate in structured debates on a variety of topics which they help to decide. Our Leadership course utilizes a project I designed that sees students practice leadership from the conception through execution of a community based initiative. When I offer Organizational Sustainability, field trips – from nature walks to organizational site visits – are part of the curriculum. Senior students in Responsible Management engage in service learning to strengthen their civic-mindedness. And finally, several of my courses include opportunities for individual reflection by students on their values and the kind of business person they wish to become. I also work with the bulk of our honours students in Management & Leadership as they complete their research-based theses.

Add to this the potential for international exchange, co-op placements, consulting projects and case competitions, to name a few, and the stage is set for a highly engaging and impactful environment for learning.

DR. BRAD LONG
St. Francis Xavier University



LEARNING COMMUNITIES



DR. LISA DAWN HAMILTON
Mount Allison University

In fall 2020, I taught a fourth year psychology seminar called Stress, Burnout, and Resilience. We explored physiological, psychological, and social aspects of stress, taking into account the role of systemic oppression. We discussed consequences of chronic or uncontrollable stress such as trauma and burnout. The semester ended on a positive note, discussing on ways we can build resilience against the harms of stress at the individual, family, and community level. Students each chose a topic to focus on. The final project was to take the academic research they had done over the semester and translate it into podcast script. We wanted to share important knowledge in a way that was entertaining and accessible to the community. The podcast episodes were created with input and collaboration from their classmates, a professional broadcaster, and me. The final product is This is Fine: A Podcast about Stress, Burnout, and Resilience. You can download episodes anywhere you find podcasts or stream them here <https://shows.acast.com/this-is-fine/episodes>

CAPSTONE PROJECTS AND ASSIGNMENTS

DR. ANDREW WILSON

Mount Allison University

Capstone projects are a remarkable way of celebrating a student's learning. I like to provide an opportunity for students to create and direct their own projects, opportunities where they can combine their formal learning with their personal story and interests.

These projects represent some of the most creative and rigorous work a student can do. They are projects where I am privileged to accompany students on a learning journey of their own making, often amazed at the ways in which their research and analysis

extend meaningfully into the richness of their experience, showcasing their skills and competencies like no other. These capstone projects are invariably highly original and bursting with creative energy. This year alone, I have students combining interests in theology and animal rights, disability theory and Christian identity, iconographical representation and popular music and performance theory and the sacred/secular divide.



DR. DAVID WEBSTER

Bishop's University

It's not standard for students to write a textbook. But we did it in my course on Truth and Reconciliation, where students put together a solid collection that is now being used by other students taking the latest version of the course. The process of writing Wikipedia articles builds collaborative research skills. As one student wrote: "One of the main points I have taken away from this course is that public history, and by extension public memory, cannot solely be shaped by individual scholars. They must be created diversely and as collaborative works by all those whom it may affect."

CAPSTONE PROJECTS AND ASSIGNMENTS

The Enterprise Systems capstone course "IT Enterprise Strategy" places students in a term-long consulting engagement with national and international clients. Students are surveyed before the course begins to understand experience levels and topic preferences, allowing opportunity to find the best fitting projects. All students are placed in a team of four and assigned a consultancy engagement that most aligns with their ambitions. Project assignments are based on the degree to which students will be challenged according to self-assessment of capabilities, and to encourage students to push their boundaries. In these engagements, students are expected to draw from their previous courses to complete the assignment. The projects cover a wide range of concepts, including project management, digital marketing, requirements and functional specifications, data modeling, analytics, systems design, process modeling, coding/low-coding, up to enterprise architecture and the use of industry methodologies such as TOGAF.

This approach to immersive learning allows students to have authentic experiences, while appreciating the importance of a strong team, good leadership, trust, and integrity. They are expected to exercise their social graces as they i

nteract and build relationships with clients that depend on them to deliver solid solutions. These situations cannot be simulated in a traditional classroom setting, and have given students an opportunity to understand what lies ahead in the coming months as they begin their careers. The projects also give students relevant and honest experiences to draw from during their interviews with future employers.

The cadence of course material is structured to support student projects, without leading them to solutions. As the term progresses, class lectures expose students to concepts, in-class labs, assignments, technologies, and strategy theories intended to stimulate ideas within their teams as they seek to solve the challenges in front of them. The project ends with a client presentation, report, and hopefully a solution that meets the needs of their client. Students spend the final two classes of the term discussing lessons learned, sharing project stories, and elaborating on their projects to their classmates. These two days are intended to identify alternative courses of action and alternate solutions that will be valuable in future career engagements.



PROF. DAVID MATTIE
St. Francis Xavier University

CAPSTONE PROJECTS AND ASSIGNMENTS



DR. GABRIELLE DONNELLY
Acadia University

The capstone project for my course on International Community Development engages thirty students to form consulting teams. The teams are tasked with responding to a community development organization's Request for Proposals (RFP) and designing an engaging curriculum to prepare young people to work in solidarity with communities outside of their home countries. This collaborative assignment pushes students to draw on one another's strengths, wade through the challenges of working together, and produce something with relevance for a particular context--grounding their learning in the real world. To soften students' resistance to group work, I support both process and outcome equally in the classroom. I teach facilitation skills and the subtleties of the art of collaboration alongside the course or assignment's content. I remind them that collaboration is essential to addressing many of the complex challenges we face as a species and planet. The value of learning how to work well with others is no small accomplishment!



PROF. JENNIFER HARVEY
Bishop's University

I've recently taught an eight-month capstone project in entrepreneurship. I complemented these two courses with a voluntary half day workshop in product design and launch, financial management and team management. I also decided to promote active participation during class, by designing mini workshops or activities to follow up the lecture portion of each class. These activities helped students apply what was just covered during lectures in a safe and meaningful way. I've also taught a course in Product Strategy and Innovation where I experimented with community-based learning. Our Experiential Learning Co-ordinator identified some partners in the local community who would be interested in working with our students on a project related to their business or organization's product or service marketing. The students worked in teams as consultants and gained invaluable real-world, in-depth experience.

STUDENTS' PERSPECTIVES

CAPSTONE PROJECTS AND ASSIGNMENTS

In September of 2017 I began my journey at Acadia University studying politics and legal studies. Throughout my time here I have had a lot of amazing opportunities to engage with my culture as well as the university as a whole. My cultural focus came down to my own interest as well as the support from some of my professors. Finally in my third year of study I decided that I wanted to write my honours thesis. My thesis is focused on Missing and Murdered Indigenous Women and Girls (MMIWG) with a specific lens on the Highway of Tears. This highway is located in Northern British Columbia and runs 724km. I grew up along this highway in a small town called Fraser Lake. Having this opportunity in my undergrad was amazing

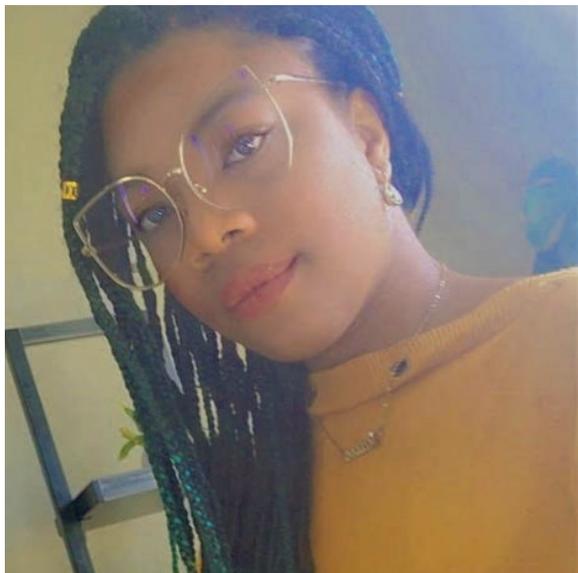


Lara M. Hartman (She/Her)
Acadia University

and my thesis has been my entire life for over a year. Writing this thesis made sure that I would be using a variety of different skills that I acquired over my years at Acadia. This thesis was a sizable amount of writing so I had to make sure I was scheduling my time in order to get it done as well as engaging in enough literature to both stay inspired and to make sure my argument was present from cover to cover. My thesis also allowed me to look at something that is taking place all across Canada with a specific lens on what was happening at home. Although I was based in Nova Scotia while I was writing, I looked at my home region as well as what was happening elsewhere to understand the full story of MMIWG and look at different policy options for why this problem has not been solved, and why there has been so much inaction. Not only was I able to focus on my writing and literature that came from all across Canada, but I was able to do this with the help and guidance of my supervisor who helped keep me motivated and understood what I was going through even if I did not even comprehend it sometimes. Writing my thesis showed me how important an experience like this is to an undergraduate degree. At the end of the day, at the end of an undergraduate degree, the pieces of paper aren't just about you, they're about the relationships you make along the way, and the things you are able to accomplish.

STUDENTS' PERSPECTIVES

GLOBAL LEARNING



Tanisha Mélanie Campbell (She/Her)
Bishop's University

During my study abroad experience, I had the opportunity to live in Japan amongst other colleagues in the Modern Languages program. From 2014 to 2015, I was fully immersed in the Japanese language and culture and was provided with a plethora of opportunities to utilize and enhance my linguistic skills as well as expanded my perspective on the different life perspectives shared by the students and faculty. I was offered the chance to spear-head my own project and share it with the sister-cities of Tokushima over in Europe: Leiria in Portugal, and Jelgava in Latvia. Honing in on my artistic and communicative abilities and with the close guidance of university professor Donald Sturge, I opted to do an Art and Cultural Exchange project through a photographic exhibition. As a first-generation student, this experience was most enriching and culminated ideas and connections that have since shaped my academic journey.

Learning goes beyond the classroom—and that's just what I love about the Forensic Psychology program at StFX. The classes are interesting and the faculty are engaging, but the reasons for why I love it go further than that. Composed of 19 students, the program requires us to take several courses together. It's here in these classes that I actually feel like I'm part of a connected community apart from living in residence. Outside of the classroom, the Forensic Psychology program pushes us to get involved like no other program on campus. The program tries to match practicum placements with student interests—and if it doesn't exist, you create it. This year, many student practicum placements have been pushed online to protect the inmate population, and that has resulted in my classmates taking on research with professors, the NS Archives, and even Innocence Canada. I've been able to develop a podcast series, article series, and have a profile article on the program published by the Canadian Psychology Association. Prior to entering the program, I couldn't imagine myself doing any of those activities, but now I've found something that I'm passionate about and want to stay involved with.

LEARNING COMMUNITIES



Nathan Penman (He/His)
St. Francis Xavier University

STUDENTS' PERSPECTIVES

FIRST YEAR EXPERIENCES AND UNDERGRADUATE RESEARCH



**Tiffany MacLennan (She/Her)
St. Francis Xavier University Alumni '19, '20**

For science students, your first-year experience is more hands-on than one might think. Alongside your required courses, you spend hours each week in labs working on lab experiments and developing techniques to allow you to facilitate more difficult experiments in your later years. It's a great model to begin with, but introductory lab experiments are often not representative of "real-life" research.

In my first year of university, I took an introductory Earth Science course with Dr. Dave Risk. The class met once a week in the evening and covered climate change, biogeochemical cycles, and air

pollution. As students, we were given two options for an assignment worth a large portion of our grade: 1) write a (big) paper on an environmental topic or 2) do a one-day field school with Dr. Risk. I nervously opted for the field school option as writing has never been my strongest talent. On a chilly Saturday, we started the field school where Dr. Risk taught us about the research he conducts in his lab – from taking air samples and water samples in field environments to analyzing carbon dioxide in both air and water. Following the in-class session, we went to the brooks and streams in the town of Antigonish collecting air and water samples, bringing the samples back to the lab, conducting a CO₂ analysis using a spectrophotometer and laser-based gas analysis for all the samples, and producing a lab report of the findings. Dr. Risk almost single-handedly changed my fundamental understanding of the excitement and value of fieldwork and research. Because of his course, I continued taking Earth Science courses and eventually became a Research Assistant myself – two things I likely would not have done without Dr. Risk's first-year research experiment.

PS: I kept my (admittedly poorly written) lab report "Carbon Content of Flowing Water Systems in Various Locations in Antigonish, Nova Scotia." It's a great reminder of how nervous I was to participate in the lab portion but how impactful of an experience it was on my education. If you're reading this, Dave, thank you.

STUDENTS' PERSPECTIVES

SERVICE LEARNING AND COMMUNITY ENGAGED LEARNING

One of the greatest complaints that students have about what they learn in the classroom is that there is no “real world” applicability to their learning. This is perhaps a reasonable complaint when considering that there are a limited number of professional, undergraduate programs in our four institutions. Field-based applied learning or service learning as it is referred to at StFX, aims to disrupt the belief that students will not apply what they learn in the classroom to real life. My first experience with Service Learning was in my first semester at university through Women’s and Gender Studies 100 (WMGS 100). In this course we discussed topics such as gender discrimination, systemic racism, and how the education and health systems often reinforce preconceived beliefs about marginalized groups that are held more widely in society. My placement was with the Black Educators Association (BEA) at St. Andrew Junior School. I learned that BEA's had been established in Nova Scotia, beginning in 1969, to advocate for equitable educational outcomes for African Nova Scotian students. The program that I was part of focused on creating a sense of community among the Black students that attended the Junior School, as well as offering after school programming that helped students understand more about their cultural heritage. The conversations that I had with the teachers that headed the program, as well as the students, helped me understand the impact of racism in the school system in Nova Scotia and how historically, it had been weaponized to compromise educational outcomes for Black students. Furthermore, I was also given a unique insight into how the legacy of racism in the school system continued to have a resounding impact on current students. This placement made it so that I was even more engaged in the course curriculum than I had been previously, because I now had a real life connection to the issues that were being covered in the classroom.



Rebecca Mesay (She/Her)
St. Francis Xavier University Alumni '20

STUDENTS' PERSPECTIVES

COMMON INTELLECTUAL EXPERIENCES



Addy Strickland (She/Her)
St. Francis Xavier University

In 2017, I began my studies at StFX in the first year Social Justice Colloquium (SJC). The colloquium was (and still is) comprised of three subjects—anthropology, history, and women's and gender studies—alongside group and individual service learning placements that aimed to put what we learned in the classroom to practice. The course was certainly successful in this regard, and we often joke that the university may have done itself a disservice by training us to fight for change, because it was often the university itself that became the object of our efforts. Only two months into the course, the university came under fire for mishandling a case of sexual assault, and so our colloquium wrote an open letter, invited the

president to class to grill him about the school's action plan, and threw ourselves into fighting for real-life social justice. Our professors not only encouraged our efforts, but gave up class time to make them happen, and offered valuable expertise. An interesting phenomenon I've noticed over the past four years, as well, is that if you point to any student doing activist or leadership work on campus, there's a fairly high chance that they were in the SJC: running the students' union, organizing protests, founding student support programs...

The connections we made through the program also stand out to me as something that makes it unique. We were a small group of only twenty-two students spending upwards of nine hours together each week, so we bonded fairly quickly, and on a level that is fairly unusual for people whose primary interactions happen in the classroom. Most of the people I met through the SJC are still close friends, and many of us have continued to work together on projects both academically and in our day-to-day lives. As I approach the end of my undergraduate experience, I can say with certainty that enrolling in the SJC was the best decision I could have made, and that what I learned will stay with me well beyond my time at StFX.

STUDENTS' PERSPECTIVES

COLLABORATIVE PROJECTS AND ASSIGNMENTS

There are numerous opportunities for group work and collaboration in Acadia's business school, and this really came out in my fourth year. In one of my final required business courses, Strategic Issues in Business, we got to (finally) dive into real world pressing issues as a team and come up with solutions. A memorable one I did with my team was on Addiction where we were tasked to research this issue in its multiple forms on campus, identify how it positively and negatively impacted businesses (cash flows, operating margins, growth potential, as well as public perception/branding etc...) and present to the class on our findings as well as recommendations regarding where this is heading in the future. Being able to work in a team of students from diverse backgrounds allowed us to identify where we had seen this issue in our own lives and lived experiences, as well as build on our knowledge of business together to identify how each of these facets would affect particular industries and businesses. This course was a chance to fully apply my knowledge of finance and business alongside students of other majors to develop a real world recommendation to businesses and industries around this problem.

Another great course in my fourth year was Business Strategy where we were assigned groups at the beginning of the year to dive into various business cases and formulate proposed strategies for the issues they were facing. We were given the power and responsibility to fully apply our full scope of knowledge of business, from analytics to operations management, marketing to business modelling, on these cases throughout the semester. We would have weekly papers on a specific business, and monthly presentations on a larger case, often drawn from the local region by our professor Conor Vibert's work in collecting first hand real business cases. Being assigned a team for the whole semester allowed us to develop synergies based on our areas of expertise, and the assignments provided by Dr. Vibert would force us to not only draw on our knowledge and concepts, but also on tools and skills he would provide such as patent searching, google analytics/trends, corporate filings, and a number of other useful databases and tools. These team projects ultimately prepared us to go into working on real business issues primarily because we were doing just that through Dr. Vibert's great work with CaseNet, and secondly through having the ability to apply our knowledge, skills, and new tools as a team to work as young professionals supporting each other in a live environment.



Brendan MacNeil (He/His)
Acadia University

GLOBAL LEARNING

In my third year I had the chance to leave Acadia and travel to Asia again, this time fortunately without having to leave my degree behind. In Doing Business In Japan, myself and 11 other students learned the culture of Japan, common business practices, how major corporations (domestic and international) operated in Japan, and even got the chance to meet and discuss these with someone from Japan. In Mid February we took off on our 12 day trip to Japan and spent the time meeting with business like Daikang, Mitsubishi, and Toyota and getting to tour their factories, talk to senior engineers, and get presentations from the president. This experience was possibly the single most impactful experience of my degree, it is one thing to talk about Lean manufacturing and operations management, and a whole other to walk down the polished cement floor and see the split timer running on various screens, whiteboards with process improvements drawn, and dodging robots rolling by you on tracks to different lines. We saw the marvel that is Japanese manufacturing and what it really means to be the fourth largest economy in the world and how they got there. Travelling Japan and meeting with businesses was a highlight of my education.

STUDENTS' PERSPECTIVES

INTERNSHIPS



Georges-Philippe Gadoury-Sansfaçon (He/His)
Bishop's University

During my studies, I participated in a 12-week applied psychology practicum, the Phelps Help pilot project. Over the 12 weeks, I worked with at-risk youth to develop socio-emotional skills, organization skills, critical-thinking skills, creative problem-solving skills. As an intern, I designed and implemented conversation exercises, helped co-design personalized organization techniques/plans and supported students with their schoolwork. I also had the opportunity to put together the final project (letter to themselves in 10 years), focusing on generativity and identity formation. This experience allowed me to foster leadership, empower others, and work one-on-one with high school/adult education students in ways that I would not have been able to otherwise. The internship allowed me to gain experience in the field of education while also developing my listening skills, my ability to work with a variety of students, and a better ability to understand where people are to work together productively.

WRITING-INTENSIVE COURSES

In 2019, I took ENG224 Jacobean Shakespeare at Bishop's University. The course syllabus outlined a scaffolded writing program which meant that every week students wrote in private learning journals and small-group discussion forums, and every two weeks, I wrote a short paper based on ideas explored in those lower-stakes spaces. Because of the sizable amount of writing, I engaged with the course and materials while exercising different writing muscles for the private, public, and academic spheres. The final project of the course was up to the decision of the individual student: to either write a formal research paper or create a play program for an imaginary mounting of a Shakespeare play we studied. In choosing the program note, I



Sally Cunningham (She/Her)
Bishop's University

embodied the critical voice of a reviewer, the formal voice of a program director, as well as the creative voice of an interviewer and cast member. Through the writing-intensive course, I learned to better express myself in different spheres of writing as well as develop ideas from a casual thought into a full work several times over; thus increasing the amount of feedback and ability to grow as a writer and student.

MAPLE
LEAGUE 
of UNIVERSITIES

Tiffany MacLennan
Tanisha Mélanie Campbell
2021