

2021

# Programs, Quality Enhancement and Continuous Learning

DISCUSSION PAPER  
STRATEGY AND PLANNING

April 2021

PREPARED BY: CENTER FOR INSTITUTIONAL QUALITY ENHANCEMENT & CONTINUOUS LEARNING

This 2020-2021 annual report offers a snapshot of quality enhancements made, and a glimpse of the development and growth of academic programs and continuous learning offerings at Ontario Tech University.

## 1. QUALITY UPDATES AND ENHANCEMENTS

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**Quality Council Audit:** A scheduled Quality Assurance Audit was completed in February 2020 to ensure compliance with the provisions of our Institutional Quality Assurance Process (IQAP), as ratified by the Ontario Universities Council on Quality Assurance (Quality Council). In their [audit report](#), the auditors found no “causes for concern” with our quality assurance processes. The auditors further noted that “Ontario Tech University has firmly embraced the quality assurance process and seeks to make improvements on an ongoing basis” and “the auditors left the site visit confident that Ontario Tech University’s commitment to quality assurance—as it relates to teaching, learning, and research—is both deep and genuine.” Many of the recommendations have already been implemented through the changes to the IQAP approved by Academic Council in June 2020. A report back on the recommendations will be completed this summer.

**IQAP Revisions and Enhancements:** The Ontario Universities Council on Quality Assurance also completed their own audit in 2018. As a result of this audit a set of [Principles](#) were developed to inform quality assurance practices at Ontario Universities. In addition, revisions to the [Quality Assurance Framework](#) were also ratified in February 2021 with a goal of ‘quality assurance that produces quality enhancement’. A number of these changes were anticipated and formed part of the revisions to our IQAP that were approved by Academic Council in June 2020. Further enhancements to our IQAP to ensure compliance with the revised Quality Assurance Framework will be coming to Academic Council for approval in summer 2021.

**Academic Resource Committee:** The Academic Resource Committee (ARC) has been up and running for just over a year now. The mandate of this committee is to review resource implications and operational decisions related to pathways partnerships, new program development, major program modifications, and action plans resulting from cyclical program reviews to assist in the assessment of proposals through the governance process. This has resulted in better assessment of resources in relation to new program development as well as improvements for how recommendations resulting from program reviews are included as part of the overall university planning process.

**Processes for Moving Programs and Program Components Online:** With the unique challenges posed by the pandemic, there has been an additional focus on moving to online and hybrid modes of delivery for programs. CIQE has fielded numerous inquiries on approvals for online delivery of courses and programs post-pandemic. This has led to streamlining of our processes for online approvals while also instituting reflection questions related to online delivery into our proposals. Due to the pandemic, this past year also marked the first time all cyclical program review and new program site visits were held solely online. This required the CIQE team to adapt all communications and process-related documentation normally sent out for in-person reviews. The CIQE team also provided technical and logistical problem-solving support to programs through one-on-one meetings prior to the site visit, or participating in the site visit as a “technical support” guide. In addition, substantial work was also done to move our in-person Program Level Learning Outcome workshops online and make adjustments to ensure that participants continued to have valuable interactions that resulted in enhanced PLOs for students.

## 2. ACADEMIC PROGRAMS AND CURRICULUM

The focus of program development has been on ensuring the right program mix, overall quality, and alignment with strategic priorities. This year, in addition to the standard program proposals, we also had two graduate programs propose changes to allow courses to be delivered online, and several courses were modified to include online or hybrid delivery options. There was an increase in new program Notices of Intent and proposal development compared to prior years. The Game Development and Entrepreneurship program was significantly changed this year, including a name change to Game Development and Interactive Media. The name of the B.A. in Educational Studies and Digital Technology specialization in Adult Education and Digital Technology was also changed to ‘Lifelong Learning with Technology’. No programs or program components were closed this year.

**Pathways Programs:** Ontario Tech currently has formal articulation agreements with five Ontario partner institutions based on the strength of the partnership related to student movement, program fit, and their unique relationship to Ontario Tech. Students may enter defined pathways from institutions with or without formal articulation agreements. Where no articulation agreement exists, an **Undergraduate Alternate Pathways Policy** governs the relationship with Ontario Colleges of Applied Arts and Technology to allow seamless transfers to occur without binding the University to any specific financial or personnel obligations. **Table 1** outlines institutions covered by articulation agreements and the respective expiry dates of each agreement. This year a new pathway from college through to graduate diploma was introduced by way of a modification to the Bachelor of Allied Health Sciences bridge program. A grant from the Ontario Council on Articulation and Transfer (ONCAT) supported this development. Two new ‘feeder’ programs from Georgian College were identified, and modifications were made to four upper year elective courses that are cross-listed with courses in the Graduate diploma (GDip) in Work Disability Prevention. Students who take one or more of these elective courses, who then continue to the GDip, will receive advanced standing in these courses. With these modifications, students could begin at the college level, bridge into an undergraduate degree, and move on to a GDip, through one seamless pathway partnership. This ONCAT project continues into 2021-2022 with the development of stackable micro-credentials as an option to complete the first two courses of the GDip. It is expected that the results of this project are applicable to the same programs at other CAATs.

**Table 1: Ontario CAATs Articulation Agreements**

College	Location	Prior Agreement	Prior Agreement Expiry	Current Agreement Status	Expiry Date
DURHAM	Oshawa	Yes	2017	Active	2023
SENECA	Toronto	Yes	2017	Active	2023
FLEMING	Peterborough	Yes	2017	Active	2023
NORTHERN	Timmins	No		Active	2023
LOYALIST	Belleville	Yes	2018	Active	2023

**Notices of Intent and New Program Development:** Enhancements continue to be made to the new program process and templates to look more closely align with mandate agreements, academic planning documents, and the Quality Assurance Framework. In 2020-2021, seven new NOIs were submitted from multiple Faculties. In addition, four new programs from previous NOI cycles have undergone external review and are being prepared for the governance process. One new Minor program in Educational Studies and Digital Technology was approved by Academic Council in August 2020.

**Curriculum Management Tools:** Curriculog is the university's curriculum management system that has reduced many of the inefficiencies and inconsistencies in our former processes. The system is fully operational, transparent and widely used across campus. 2020 marked the year for a new, more streamlined interface for Curriculog, as well as the opportunity to review our current processes for further enhancements. To date, we have moved part of our moribund course process within the system and are looking to move in our new program process as well. Our goal is to continue streamlining existing processes, and explore new and innovative ways to use Curriculog.

**Calendar Management:** A number of changes have been made to improve the calendar management process and to increase the user-friendliness of the calendars. Firstly, improvements to the calendar's search functionality were made to enhance usability. Secondly, graduate faculty listings were removed from the Graduate Academic Calendar. Faculties now include this information on their own websites, which can be updated and modified as appointments change and provide more robust information on research areas and expertise. This reduces inefficiencies in maintaining this section of the calendar and allows for the lists to be more current and interactive.

A two-step calendar review process was also implemented. Calendar contacts now review the non-curricular calendar content in the fall and propose edits. The second part of the review, in the spring, focuses solely on curriculum content to ensure accuracy of approved changes. Splitting the review in two and moving the focus on editorial changes to the fall allows us to publish the calendars sooner.

Lastly, research was conducted to explore new ways to increase the visibility of experiential learning opportunities and highlight program learning outcomes in the academic calendars using Acalog, the university's calendar management system. Providing experiential learning (EL) opportunities to our students is a priority for the institution. Future work is planned to increase the visibility in the calendar of EL opportunities as well as program learning outcomes for students. Increasing their visibility in the calendar removes some of the guesswork in course selection and allows us to showcase the many opportunities available directly to students. It is anticipated that displaying program learning outcomes in the calendar in the future will not only show students upfront the skills they will obtain throughout their degree, but it also allows other departments on campus, such as Career Services, to more easily obtain learning outcome information to assist students with career planning and resume building. Our goal is to implement some of the findings from the research in the 2021-2022 academic calendars to provide added value to our students.

**Indigenization of Curriculum:** In 2019, the Indigenous Education Advisory Circle Consultation Protocol was approved by Academic Council and as a result, guiding consultation questions were embedded into CIQE's program and curricular change templates. These questions were developed with guidance from the President's Indigenous Reconciliation Taskforce and in consultation with the Indigenous Education Advisory Circle. CIQE looks forward to continuing their partnership with the taskforce and Indigenous community members to ensure quality enhancement is practiced in a respectful, meaningful way.

### **3. CYCLICAL PROGRAM REVIEW**

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Between May 2020 and March 2021, the following program are under review (pre-site visit milestone):

- Bachelor of Arts, Educational Studies and Digital Technologies

- Bachelor of Health Science, Applied Health Science
- Bachelor of Engineering, Nuclear Engineering
- Bachelor of Engineering, Automotive Engineering
- Bachelor of Engineering, Electrical Engineering
- Bachelor of Engineering, Software Engineering
- Bachelor of Science, Computer Science
- Master and Doctorate of Science, Computer Science
- Bachelor of Science, Physics
- Bachelor of Health Science, Health Science

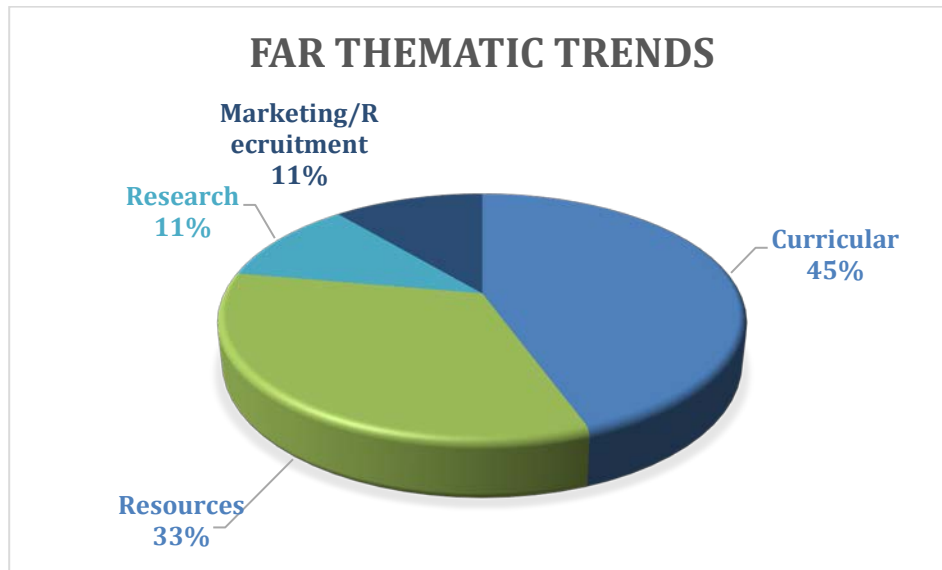
CIQE facilitated virtual site visits for the following programs under review:

- Bachelor of Arts, Forensic Psychology
- Bachelor of Science, Forensic Science
- Bachelor of Science, Applied and Industrial Mathematics

**Program-level Student Learning Outcomes Workshops:** As part of the two-year program review cycle, programs under review participate in a three-part program learning outcome series. This past year saw these workshops move to being held solely online, requiring all content, facilitation tools and timing to be modified to reflect an online learning environment. In some cases, this meant programs required the series to be broken-up into smaller increments over more workshops. Between May 2020 and March 31, 2021, 12 unique workshops were held as part of the series. Workshop topics include the enhancement of program learning outcomes, mapping of the enhanced outcomes to degree level expectations and mapping of the enhanced outcomes to courses (and associated learning activities/assessments).

**Final Assessment Reports and 18-month Follow-up Reports:** Additionally, between May 2020 and March 2021 CIQE prepared Final Assessment Reports (FARs) for 2 programs and tracked the progress of action plans through 18-Month Follow-Up Reports for 7 programs. ARC utilizes the trends found in these reports to discuss on-going and institution-wide resource implications as well as to facilitate continuous improvement dialogue with the associated faculties.

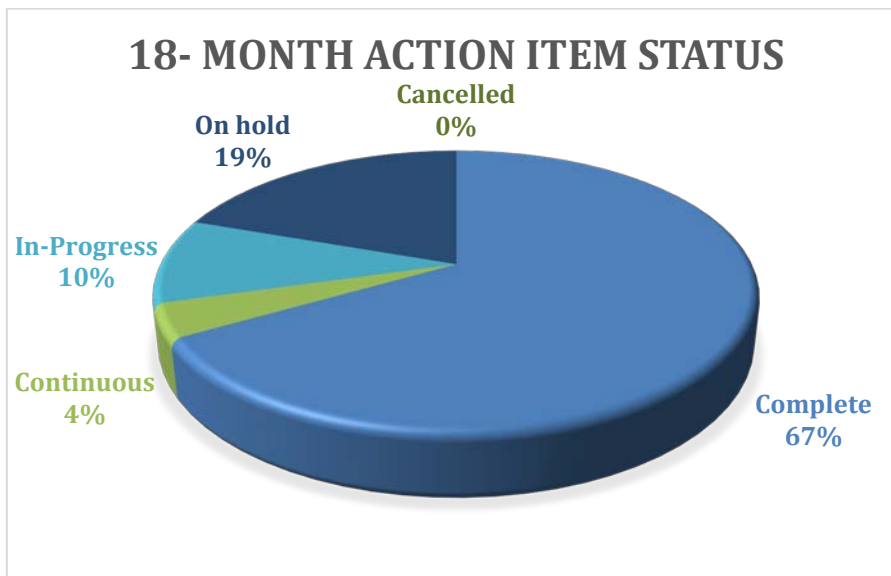
**Final Assessment Reports:** Through this process, it was noted that the overall FAR trends outlined in previous annual reports remain relatively consistent and a breakdown of trends are outlined in the pie chart below:



A total of 9 action items were reported across the FARs, with curriculum improvements, at both the program and course level continuing to be a top theme. These improvements included transitioning more courses to be online, reviewing first-year curriculum maps and investigating the development of “in-house” courses. The ‘resources’ theme was also prominent across both reports, with programs looking to develop long-range retirement plans and determine faculty support staff allocations (e.g. Teaching Assistants). Both reports also considered and addressed the impact of COVID-19 on these action items, scaling most of the items over the next 18-months and recognizing that limitations may arise.

**18-month follow-up reports:** 18-month follow-up reports comment on the completion of action items outlined in the initial final assessment reports. ARC reviews these reports to gain insight into how many actions have been completed, and if not, for what reasons. Reviewing the completion level assists the committee in resource planning for how to support current programs under review not yet at the 18-month mark. It also allows for discussions with the program about the feasibility of action items outlined at the FAR stage of the review to ensure success 18-months later.

For 2020-2021, there were seven 18-month follow-up reports as part of the cyclical program review process. The following chart outlines the overall process status of the 51 action items found in these reports:



**Process status legend:**

Complete: Accomplished action item; no further steps required.

Continuous: Initial action item complete but requires ongoing monitoring and/or enhancement.

In Progress: Progress on action item has been initiated but is not complete at this time. Outline all steps taken in the comment's column.

On Hold: Unable to complete due to other dependent factor(s)

Cancelled: Item no longer relevant or resources unavailable

Upon reviewing the follow-up reports, most action items have been completed within the allotted 18-month time frame. This past year saw 19% of action items put on hold, with the main reason being due to the pandemic. Several programs noted that when the FAR was created and approved, the pandemic had not yet hit. ARC has recognized the pandemic limitations and has been working with programs to find suitable alternatives in the interim.

## 4. CONTINUOUS LEARNING

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Established in 2019, the Continuous Learning department is the central professional development unit of the university, providing relevant and innovative professional development opportunities to the community through pre-designed and custom courses, programs, and micro-certifications offered in three (3) formats: in-class, online, and hybrid. Continuous Learning offers both independent courses (i.e. non-certificate programs) and certificate courses independently (i.e. can complete a certificate course without completing all courses for a certificate program). Our name reflects our belief that learning is an ongoing, lifelong process.

Since March 2020, the ongoing development of Continuous Learning involved the expansion of online program delivery, including team training on virtual course delivery platforms (i.e. Google Meets, Zoom, etc.) and Learning Management Systems; the testing of online course delivery systems, such as Kaltura; integrating administrative processes and systems, including team training on payment gateways and related administrative processes; and the continued development of the department: expanding the awareness and

visibility of Continuous Learning (internally and externally), research and exploration of partnerships, and department policy/regulation development.

From April 2020 to March 2021, Continuous Learning recorded 445 course registrations with 288 open enrolment program completions (certificates)—excluding workshops, custom programs, special events, Advanced Operations Overview for Managers (AOOM) courses, and CANDU Station System Design and Operation – Canadian Nuclear Safety Commission (CNSC) courses. In spring 2020, Continuous Learning launched the Community Connect program, a non-certificate program which offered free activity and topic-based online learning opportunities to participating kids, teachers and families, respectively. Attracting 700 registrants, the program fostered relationships between Continuous Learning and other university departments, external organizations and individual professionals; spread Continuous Learning’s reach to new people and places; and facilitated registration for the Continuous Learning newsletter.

As we moved into the spring, 2020 Summer Camps were further integrated into a centralized format under Continuous Learning. Initially planned for face-to-face delivery, summer camps were adjusted to a virtual delivery format. To support this shift, Continuous Learning offered a Counsellor in Training course for eligible individuals (grade nine graduates, aged 14 to 17) to learn the skills required to become a “junior camp counsellor”. After the successful completion of this training course, participants could volunteer to support Ontario Tech’s 2020 Virtual Summer Camps and use these hours as credit for high school volunteer time requirements. Continuous Learning also partnered with Faculty of Education teacher candidates who, due to COVID-19, were unable to complete practicum requirements. Teacher candidates were invited to help build, plan and execute summer camps. This no-cost assistance directly supported the summer camps program while ensuring teacher candidates entered the workforce with the necessary knowledge and skills to be successful. Overall, the camp counsellor to camper ratio was low to allow for interactivity, engagement, and individualized support for activities. As a result, virtual camps required minimal parental/sibling support.

The 2020 Virtual Summer Camp program ran weekly for eight (8) weeks—from July to August—for two (2) hours per day and provided fun, hands-on opportunities for children ages six (6) to seventeen (17) to learn and explore their curiosity in a positive, safe environment. Virtual camps were science, technology, engineering and design focused.

As Continuous Learning enters 2021, the department continues to work closely with the Office of Learning Innovation to support Ontario Tech’s Micro-Certifications and Badge programs to recognize skills from a variety of experiences, and to explore further micro-credential development under the Continuous Learning portfolio. In support of the university’s commitment to life-long learning, Continuous Learning facilitated the launch of the TD Ready Commitment Grant. Launched in January 2021, this partnership program between TD Ready Commitment and Ontario Tech is set to deliver 1,000 free micro-credentials, across 24 topics of interest, to those in our community who are mid-career, under-employed, or who are currently or likely to face changes in the workplace.

### **COVID-19 response**

In alignment with the university’s COVID-19 response, in-class and hybrid courses continue to be offered online, while some custom programs have been postponed until further notice. To reduce online fatigue and ensure participant engagement, open enrollment courses were transitioned from one day delivery to two (2) half-day sessions. All course offerings are scheduled for virtual delivery until such time that government and



public health restrictions allow. A computer application, either Canvas or Google Classroom, is used to provide course content and allows registrants to complete activities and submit assignments. Discussion posts, email, group work, and virtual tutorials substitute in-person participant interaction.


A listing of all Continuous Learning opportunities offered and new this year is provided in Appendix A.

## **APPENDIX A: Continuing Education**

Summary of Continuing Learning activities for April 2020 to March 2021. Only activities that grant an official certificate or letter of completion have been included below. ★ = new this year

<b>Faculty or Non-academic Unit</b>	<b>Brief Description of Offering</b>	<b>Number of Hours or Length of Offering</b>	<b>Number of registrants **</b>	<b>Number of certificates awarded</b>
Continuous Learning	★ <b>University Preparatory Program:</b> A specialized certificate program designed to prepare high school graduates for the academic demands of university consisting three (3) pillars: numeracy, literacy and academic success, and a one-on-one coaching component.	3 months (1 Semester)	24	23
Continuous Learning	<b>Professional Management:</b> A certificate program consisting of five (5) courses designed to enhance the managerial effectiveness and leadership abilities of today's business professionals.	30 hours	76	15
Continuous Learning	<b>Not-for-Profit Leadership:</b> A certificate program consisting of five (5) courses designed to meet the unique challenges faced by managers in the Not-for-Profit sector.	30 hours	32	5
Continuous Learning	<b>Visionary Leadership:</b> A certificate program consisting of five (5) online modules and a full-day, in-class workshop designed to help leaders navigate a time filled with volatility, uncertainty, complexity and ambiguity (VUCA).	6 weeks	81 <i>Note: Initially free; certificate later offered for a fee.</i>	18

Continuous Learning	<b>Master's Certificate in Public Sector Management:</b> A certificate program consisting of fifteen (15) courses that requires application and approved admission designed for managers and executives with diverse educational backgrounds who are experienced in a public sector/government or related organization.	90 hours	31	29
Continuous Learning	<b>LEAN Green Belt:</b> A certificate program offered in partnership with Leading Edge Group focused on the lean management approach.		20	20
Continuous Learning	<b>LEAN Black Belt:</b> A certificate program offered in partnership with Leading Edge Group focused on the lean management approach.		5	5
Continuous Learning	<b>LEAN White Belt:</b> A certificate program offered in partnership with Leading Edge Group focused on the lean management approach.		1	1
<b>Custom Courses/Programs</b>				
Continuous Learning	<b>CANDU Station System Design and Operation – Custom course for Canadian Nuclear Safety Commission (CNSC):</b> Nuclear Power Plant Operations for Regulators Certification Training.	280 hours; two (2) cohorts per year	N/A	29 <i>Note: April 2021 cohort not reported.</i>
Continuous Learning	<b>Certificate in Leadership and Management Essentials – Custom program for Central East Local Health Integration Network (CE LHIN)</b>	30 hours	N/A	28

	<b>(Peterborough Regional Health and Northumberland Hills Hospital):</b> A custom certificate program consisting of five (5) courses designed to develop strategies and insight related to change management specific to healthcare-based organizations.			
Continuous Learning	<b>Certificate in Leadership Excellence – Custom program for Durham Region:</b> A custom certificate program consisting of eight (8) leadership excellence courses aligned with Durham Region core values. Graduates move on to take the Master’s Certificate in Public Sector Management program.	72 hours; one (1) to two (2) cohorts per year	N/A	23
Continuous Learning	 <b>Certificate in Police Leadership – Custom program for Durham Regional Police Services (DRPS):</b> A certificate program designed to develop leadership strategies aligned with DRPS core competencies. The program consists of three (3) modules, each with four (4) weeks of online content and one (1) half-day, in-class workshop.	Three (3) months	N/A	30
Continuous Learning	<b>Leadership Excellence – Custom (20%) leadership program for H2O Power:</b> A custom (20%) program based on six (6) open enrollment modules within the Continuous Learning portfolio, including: Fundamental of Leadership; High Impact Communications; Strategic Management; Critical Thinking and Problem Solving; Change	36 hours	N/A	<i>Not yet reported.</i>  <i>Note: Delayed completion. Anticipate 12 certificates.</i>

	Management; and Coaching, Mentoring and Networking.			
Continuous Learning	<b>Advanced Operations Overview for Managers (AOOM) – Custom Program for Ontario Power Generation (OPG):</b> Development and delivery of training to operational managers in the nuclear industry.	Every day for five (5) months; approximately 707 hours	N/A	<i>Not yet reported.</i>  <i>Note: Concludes June 2021.</i>
Continuous Learning	★ <b>Optimizing Student Learning in an Online Environment – Custom Program for OPG:</b> A custom program designed to provide staff with strategies to deliver effective virtual training and learning activities, specific to OPG’s organizational goals.	Two (2) hours; five (5) course offerings	N/A	N/A
Continuous Learning	<b>Oversight Execution Negotiation and Conflict Resolution – Custom program for OPG:</b> Under a five (5) year agreement (2018-2023), course offerings may run multiple times each quarter (based on OPG scheduling).	One (1) course offering	N/A	N/A
Continuous Learning	<b>Stakeholder and Change Management – Custom program for OPG:</b> Under a five (5) year agreement (2018-2023), course offerings may run multiple times each quarter (based on OPG scheduling).	Four (4) course offerings	N/A	N/A
Continuous Learning	<b>Technical Writing / Effective Written Communication – Custom program for OPG:</b> Under a five (5) year agreement (2018-2023), course offerings may run multiple times each	One (1) course offering	N/A	N/A

	quarter (based on OPG scheduling).			
Continuous Learning	<b>AQ/ABQ Program:</b> AQ custom courses deepen the knowledge/skills needed to design, deliver, and assess programs in a specific discipline, field and/or division. Offered in one (1) to three (3) sessions, courses expand to offer a specific focus on leadership skills within the discipline or division. ABQ custom courses qualify Ontario College of Teachers (OCT) members to teach in specific divisions in addition to current division qualifications. At Intermediate and Senior levels, qualification is based on specific subjects: Math, Science, English, Philosophy and Social Sciences. AQ/AQB courses are available to OTC members only.	125 hours; twenty-seven (27) course offerings	155	155 <i>Note: Certificate recorded by OCT.</i>
Continuous Learning	★ <b>Math and Coding – Elementary:</b> A custom professional development course designed to help in-service elementary educators prepare and grow within the new math curriculum.	16 hours; two (2) course offerings	22	17

\*\*Some Continuous Learning certificate programs allow individuals to sign-up for courses individually without completing the full certificate program. The number of registrants refers to the number of individuals who registered for any course(s) offered as part of this program. All certificates were counted once, regardless of the number of individual course registrations in the certificate program they registered for. An “N/A” in this appendix means that individual courses in this certificate program were custom programs, not open to the general public for registration.

**NEW PROGRAMS AND PARTNERSHIPS (not leading to certificates)**

**Community Connect**

The Community Connect program ran from the beginning of April to the end of June 2020. The program consisted of three (3) free online discussion groups designed to help various populations connect with others in a safe learning environment under the constraints of COVID-19 public safety guidelines.

**Kids Konnect:** These free discussion groups offered a safe online environment where children could connect with each other and have fun learning different topics by participating in a range of activities. These one-hour sessions ran daily for thirteen weeks. Parents could register their children for any number of days (i.e. did not need to sign-up for full week). Subjects included, but were not limited to: visual art, science, engineering, fitness, movies, and non-heat baking/cooking.

<b>Kids Konnect Discussion Group</b>	<b>Number of registrants</b>
Week 1: March 30 to April 3	40
Week 2: April 6 to 9	41
Week 3: April 13 to 17	30
Week 4: April 20 to 24	20
Week 5: April 27 to May 1	34
Week 6: May 4 to May 8	27
Week 7: May 11 to 15	37
Week 8: May 19 to 22	25
Week 9: May 25 to 29	47
Week 10: June 1 to 5	35
Week 11: June 8 to 12	22
Week 12: June 15 to 19	19
Week 13: June 22 to 26	22

**Topic Talks:** These free online discussion groups focused on topics that provided participants with information, tips and tricks to help them feel more confident in navigating current relevant issues. Topics Talks included nine (9) discussion topics: Mindfulness Leadership; Leading in Turbulent Times (VUCA); Wading through the Fake News - Stay Informed, Not Overwhelmed; Body Language during Online Meetings; Managing the Virtual Workplace through Lean; Preparing Your Will and Power of Attorney in Uncertain Times; Mental Health Awareness and Well-Being: Our Collective Responsibility; Navigating Normal - Empowering Elders and Care Partners at Home; and Understanding and Talking About Anti-Black Racism in Canada.

<b>Topic Talks Discussion Group</b>	<b>Number of registrants</b>
April 2: Mindfulness Leadership	23
April 9: Leading in Turbulent Times (VUCA)	20
April 16: Wading through the Fake News - Stay Informed, Not Overwhelmed	46
April 23: Body Language during Online Meetings	20
April 30: Managing the Virtual Workplace through Lean	28
May 7: Preparing Your Will and Power of Attorney in Uncertain Times	17
May 14: Mental Health Awareness and Well-Being: Our Collective Responsibility	7

June 11: Navigating Normal - Empowering Elders and Care Partners at Home	22
August 11: Understanding and Talking About Anti-Black Racism in Canada	64

**Topic Talks – Teacher Edition:** These free online discussion groups focused on topics that provided teachers with techniques for teaching online. Discussion topics were relevant to today’s teaching environment, including: learning styles, building a classroom community online, assessment and evaluations from a distance, learning strategies for online learning, kid friendly software/apps, and sustaining engagement virtually over time.

Topic Talks – Teachers Edition Discussion Group	Number of Registrants
April 23: How to appeal to all learning styles	9
April 28: How to build a classroom community online	8
April 30: Assessment and evaluations from a distance	9
May 5: Active learning strategies for online learning	12
May 7: Software and apps that are safe for kids	8
May 12: Sustaining engagement virtually over time	11

### **Brilliant Catalyst**

The Brilliant Catalyst at Ontario Tech University brought forward three (3) related offerings for starting entrepreneurs. Completing all three (3) offerings in succession culminate in developing a start-up idea all the way through the pitching phase of development. Due to limited registration, a 2020 cohort was not feasible, however the newly developed program remains in the Continuous Learning portfolio for 2021.

**Building Your Entrepreneurial Toolkit:** The Building Your Entrepreneurial Toolkit program provides the basics of entrepreneurship allowing participants to develop a new business idea within an existing organization or as a separate startup. At the end of the program, participants will be asked to pitch their idea using the various techniques and concepts taught throughout the course.

**Using Your Entrepreneurial Toolkit:** This add-on to the Building Your Entrepreneurial Toolkit program provides participants with the resources and knowledge to succeed in the start-up world. A guest lecturer will orient participants to the large entrepreneurial ecosystem available in the region and the Greater Toronto Area and introduce them to the wide array of support and resources that exist to support entrepreneurs in Ontario. This add-on also includes two (2) one-on-one sessions with experienced entrepreneurs/entrepreneurial service providers to help guide and advise the further development of participants’ start-up ideas.

**Pitch Competition:** The Pitch Competition allows participants to gain pitching experience while competing against other aspiring entrepreneurs for a \$500 prize.