Notes and Reflections

IDEA Steering Committee

October 21, 2013

Contents

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This document is published under the MIT open source license and lives online at github.com/rosslaird/KPU/tree/master/IDEA/admin/sc_2.tex.

Updates

- Achievements and Recognition
- Github
- Notes from April 22, 2013
- Work Study
- The IDEA Way
- Amazon
- Funding opportunities
- Credential development
- Faculty development
- Science course
- Theatre and Performance Course
- Course development process
- Spring semester
- Search committee
- Institute Development
- Wellness

Achievements and Recognition

- Post-baccalaureate student experiences
- Open source program development
- SFU mentorship keynote
- Canadian Federation of University Women presentation
- BC Teacher Librarians keynote
- IDEA session for Family Services of Greater Vancouver
- IDEA session for Vancouver Coastal Health
- IDEA in local secondary schools (and Aboriginal 1100)
- Day of Drawing
- Gateway Theatre collaboration

Github

All IDEA documentation now lives online at Github (http://github.com/rosslaird/KPU), the world's largest open source community. Transparency, openness, and community engagement

are foundational to IDEA, and Github provides us with a way to fulfill these values in digital space.

Notes from April 22, 2013

This was our first meeting. We began with sharing the words and objects that each member had been asked to bring to the meeting as emblems of what IDEA is and what it stands for. We then spent some time getting to know one another, talking about our understanding of IDEA and its goals, and contributing to the Wall: a collection of large-format pages, taped to the four walls of the room and organized by theme or question. Each physical wall of the room was assigned a thematic quadrant based on where IDEA comes from, who we are now, what we are doing now, and where we are going (north, east, south, west). Much of the meeting was spent in small groups or individually, with discussions clustered around a given page or quadrant. Committee members wrote questions and additions on the pages based on the discussions.

  We then created a collage based on what we envision as the IDEA experience for learners.

  We concluded with a general discussion about next steps, with an emphasis on credential development.

Our Words for IDEA

organic, kinetic, community, integrative, journey, unique, active, serious, fun, expressive, gestalt, prayerful, connective, playful, experimental, story, culture, discover/y, exploration, open, non-judgemental, spunk, longing, serious, whole, simple/complex, understanding, intro-spection, progress, darkness, inhale, truth, adaptive, generous, improvisational, hitch-hiking, audacity, attention, connections, relationships, change

Our Wall

The North: Where We Come From (Origins and Values)

Origins

- Integrative Education (John Dewey, Antioch University, The Union Institute)
- Contemplative Education (Mindfulness, Flow)
- Creativity (Creative process philosophy, craft philosophy)
- Inquiry Based Learning (McMaster, Faculty of Health Sciences)
- Performance and Arts Inquiry (orchestra, improvisation, clown, autoethnogrophy, theatre)
- Contemplative Education (mindfulness, embodiment)

Core Values   Self-awareness, deep skill, empathy, community, character, mentorship

Expressions of Values

- Creative, integrative, and engaged teaching and learning for the whole person
- Built by learners for learners
- Mentorship, collaboration, and personal development
- Humanistic
- Learner initiative and passion
- Practices that reach across and between disciplines
- All arts and sciences as pathways of scholarship

Core of Mentorship

- Facilitating groups and collaborative learning
- Resolving conflict and working in a group
- Giving and receiving feedback
- Asking and refining a question
- Evaluating, finding and synthesizing resources/knowledge to answer a question
- Self-regulation
- Emotional intelligence
- Time management
- Mindfulness
- Following through on a process
- Embracing uncertainty, mystery and the unknown
- Praxis: translating knowledge into action/practice and vice versa

The East: Who We Are, Here and Now

Who Else is Doing This?

- Quest (Motto: "a university centered on you")
- Stanford d. School (Motto: "innovation that combines creative and analytical approaches")
- Duke ("clusters of courses designed around an interdisciplinary theme")
- Harvard Artscience Lab (Motto: "places of experience: we enter to explore")
- McMaster BHSc Program (4 year inquiry-based, student-centered program emphasizing personal development and collaboration)

Us   Our Motto: Your life. Your learning. Your way.

Our Approaches

- The classroom as facilitation space
- Instructors as colleagues and mentors
- Student-built content within and beyond the classroom
- Instructor role focused on contextualization, mentorship and unique wisdom

What Does it Look Like?

- Circle format, small groups, and excursions outside
- Improvised maker spaces and creative spaces
- Most class time facilitated by students (learners)
- Emphasis on group work and self-reflection
- Instructor facilitates process of learners facilitating one another
- Instructor content delivery limited (10 minutes or less)
- Instructor only delivers content not available in readings (e.g. contextual knowledge)
- Learners create self-directed projects
- Evaluation includes self-assessment, peer assessment, interviews
- No exams, no small assignments, no multiple choice tests
- Group work represents 25-50% of the grades
- Individual, self-directed projects represent 50-75% of grades

How Well Does it Work?

- Learners report feeling highly engaged and self-responsible
- Learners report an overall increase in academic performance (across all subject categories)
- Increased sense of community and belonging at Kwantlen
- Greater ability to deal with inner conflict and group conflict and collaborate with diverse peers

Performance

- IDEA represents .004 of courses in Arts (<5%)
- IDEA represented, in 2012, .19 (~20%) of the students on the Dean's Honour Roll (including the winner of the dean's medal: Tierney!)

Our Courses

- IDEA 1100: Foundations
- IDEA 2100: Ecology, Creativity, and Nature Experience (in pipeline, collaboration with Sciences)
- IDEA 3301: Myth, Culture, Creativity
- IDEA 3302: Creativity and leadership
- IDEA 3100: Creativity and personal development
- IDEA 4100: Creativity and professional development

18 Credits total

In Development

- IDEA 3100 (Amazon): Amazon field school (collaboration with Faculty of Design)
- IDEA 1100 (Aboriginal): aboriginal context focus (collaboration with Student Life and Princess Margaret secondary)

Our Service to KPU

- Foundations of Excellence
- Scenario planning
- Strategic planning
- Student life orientations
- Student life aboriginal initiatives
- Mentorship programs
- 4th year students with IDEA experience

IDEA Scholarship $500 per year (thanks to Christine Kwan)
  This could be increased without too much sales-personship...

The South: Our Journey, Hurdles, and Challenges

Central goal: credential plan

Questions and Considerations

- Does a minor exclude people?
- Diploma, certificate, or both?
- How many credits?
- What to call it?
- Course linkages with other areas?
- Community partnerships?
- Crossing borders (with local schools, organizations, also with other provinces, countries – including US)
- Field work in our communities e.g. digital storytelling, working with narratives of elders (cross-generational interviews)

The Minor: What to Call It?

- Creativity and Mentorship?
- Interdisciplinary Arts?
- Integrative Arts?
- Integrated Arts?
- Creativity and Integral Arts?
- Interdisciplinary Creativity?
- Integral Creativity?
- Creativity, Mentorship, and Community?
- Creative Studies?
- Peace Studies?

New Course Proposals

- Web development
- Meditation and mindfulness (consciousness studies)
- Improvisation
- Scaffold courses (on mentorship)
- Embodiment
- Peer Mentorship
- Performative Inquiry
- Sport and Play
- Meaning

Issues, Ideas, Suggestions

- What should we think more about?
- What hurdles require more attention?
- Is there anything we are missing?
- What about new faculty?

The West: Our Destination

- A major
- An institute

- Cross institutional partners (beyond Kwantlen)
- Field schools (more)
- Publishing
- Books, journals
- Collective and individual initiatives
- Old and new, digital media
- Niche-casting
- Continuing studies at KPU

Our collage

We created a collage based on ideas about the learner experience of IDEA. The image file can be downloaded from here:
https://github.com/rosslaird/KPU/raw/master/IDEA/dev//IDEA_montage.jpg

The IDEA Way

Purpose

Learning for the Whole Person.
Your life. Your learning. Your way.

Foundation

- Self-awareness (what we know about ourselves)
- Empathy (how we work with and learn from others)
- Character (how we use our self-awareness and empathy in the world)

Structure

- The learning environment is built by the community of learners (including the instructor).
- Self-awareness is built through creativity, play, and personal development.
- Empathy is built through community engagement.
- Character is built through collaboration and mentorship.

Craft

- Creative, integrative, interdisciplinary and engaged teaching and learning for the whole person.

Design

- Anything added dilutes everything else. (The program should be clear and simple.)
- Practicality beats purity. (Skills are more important than theories.)
- Half measures are as bad as nothing at all. (We should reach for what we want.)
- Simple is better than complex. (Pathways and processes should be straightforward.)
- Complex is better than complicated. (When complexities are required, they should be simple.)
- Sparse is better than dense. (We prefer plain language over academic-speak.)
- Flow is important. (Flow and meandering create purposeful paths.)
- Humans make this. (Our emphasis is on relationship, interaction, and adaptability.)

Skill

Self-awareness

- Developing a path of self-assessment, self-regulation, and self-reflection.
- Following the search for knowledge and meaningful answers.
- Finding useful solutions to complex problems.
- Developing creativity through play and imagination.
- Thinking for oneself.

Empathy

- Opening oneself to empathy and compassion.
- Communicating effectively in speaking, listening, writing and performing.
- Building trust, emotional safety, and a culture of collaboration.
- Being open to giving and receiving feedback and accepting others.
- Embracing and resolving conflicts.

Character

- Engaging in the reciprocal process of mentorship.
- Joining and contributing to communities.
- Modeling and teaching ethical practices.
- Opening to, and learning from, other cultures.
- Being a lifelong learner.

Reflections from the Amazon Field School

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This was a life-changing experience for me. I believe that Kwantlen should have more of these classes which offer different learning opportunities for students. Participating in this course was even more interesting while being on location in the Amazon. This further enhanced the experience by allowing students to get out of their comfort zones and be exposed to new environments. As a result students were able to tap into themselves and develop personal skills that may never be developed in a regular classroom setting. I felt like I was working on my development as a person and not just focusing on hard skills. I believe that in traditional classroom settings students rarely get the chance to focus on themselves and are not fully engaged. IDEA courses allow for freedom to learn without too many restrictions. I would recommend this course to anyone looking to experience something life-changing and with much personal growth. Being a part of this course while being in the Amazon rain forest is something I will never forget.

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Before making the decision to travel to Colombia as a representative of Kwantlen Polytechnic University (KPU) I carried a burden in my heart that prevented me from feeling completely satisfied with my experience as a student. The routine I developed, reading books and attending lectures, was no longer fulfilling so I shifted my focus toward finding a way to be a part of something more, something great. The Amazon field school was just that. Being a member of the Amazon field school program not only provided an opportunity for me to be a part of a life altering journey, it also changed how I view education. Furthermore, being a member of the program offered more than an opportunity to learn about Colombia and its culture, it also provided me a safe outlet to break personal boundaries and increase my self-awareness. By participating in the Amazon field school I acquired knowledge not only about Colombia but also about myself and recommend that students who are searching for direction (in their personal lives or in their studies) partake in the Amazon adventure.

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The Amazon experience allowed me to flow like the river itself, in such a form where each day was lived fully and intensely. It inspired me to create more, and use the living spirit of the forest as my vessel of expression. Getting long hours of sleep, waking up early and rested, ready to encounter a new day. The air was constantly electrified by sounds from nearby nocturnal wildlife. It was interesting to notice the Yin and Yang in the forest, for which by day and night are were completely different. I am both humbled and awed by all the generous, intelligent and creative Colombians that we met along this journey. It was a heart-guiding experience for most of us. The opportunity that Kwantlen gave me to experience this is something I will be eternally grateful for, and I encourage further Colombian and jungle field schools. For me it was an extremely rich experience. I gained knowledge on the biodiversity of Colombia, experienced the wild, thriving nature for myself, and gained creative inspiration that will direct me on multiple levels of my life and academics. I indulged in various local Amazonian artistic media, while also learning about the politics and social issues of Colombia as well as the ecology of the land. I came back with a new drive and broadened perspectives. I came back with a new layer of skin and soul that share the same storytelling nature as the layered trees.

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The IDEA 3100 Amazon field school was a life experience that I will never forget and one I will always brag about! IDEA has such a unique approach to student learning, and I am so proud to be studying at a University that has program like this. I have never, in my 6 years of university, felt so involved in my learning. I thoroughly enjoyed every aspect of this IDEA course. In IDEA you touch on multiple topics, and experience multiple views and reactions. The course was very interactive. Every student in IDEA 3100 wanted to be there, making the learning process that much more interesting and rewarding. I feel like a better-rounded student and person after just one IDEA course. I have personally seen what a Science concentrated degree can do to you, and I wish Simon Fraser had something like IDEA to keep me balanced when I was studying for my B.Sc. Not all students are traditional learners and I feel IDEA has an approach to education and learning that the world needs to adopt; IDEA's teaching methods seem to fit more learning types. This program is something to be proud of. Thank you to Ross and Lucie for being the such passionate instructors. It's refreshing to have instructors that are so dedicated and involved with student education and learning.

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The Interdisciplinary Expressive Arts Amazon Field School was a great experience. The instruction of this course embodies most learning styles. This allows true learning to take place, each student at their own speed. Personal reflection allowed me to garner a deeper understanding of myself and the information I learned on this trip. Current university structure puts all emphasis on memorization and regurgitating information onto standardized tests. This fails to create true intellectual development. The IDEA course structure of hands on experience and self-reflection allows students to gain a deeper understanding of the material ultimately accessing higher intellectual thought. Everyone I told about my trip to Colombia was surprised to hear that such an exotic trip was being offered at Kwantlen rather than UBC or SFU. I assume this is because they still believe Kwantlen to be a lesser institution. However, everyone I have told about the Amazon has been really excited to experience the field school vicariously through my photos and account of the trip. One thing that stood out to me after a conversation with a friend was, "Jeez, if my school had trips to Colombia I woulda stayed in school". I really believe this sums up the benefit of having this Amazon Field School, it puts Kwantlen on the map.

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The Amazon field study was an ambitious endeavor to give students a transformative experience, and Kwantlen's IDEA program was truly successful at doing so. This adventure to Colombia is something that I will never forget. When I started at Kwantlen I had a goal to further educate myself, I never thought that my time at university would also lead to such an amazing experience such as this. I thought University would be a place and time for me to grow in a sense of education, however this IDEA field study helped me to grow as a person, which I believe in combination with my education I have received will help me to be successful in my future after I graduate. It is because of the IDEA program that I have become a more rounded student, with not just in classroom experience but a more international perspective. Which is what I believe will help me to go further in both studies and career goals. Sometimes it takes straying from routines and pushing yourself past where you thought your limits were to help further develop yourself. This is what the IDEA program does; it gives you that push past the routine and into the unknown. It is a program that allows for one to further develop themselves in ways most traditional education doesn't. It is the non-traditional ways of IDEA and the fact I got to go to the Amazon Rainforest as a field trip that have made it one of my favorite classes at Kwantlen.

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Kwantlen Polytechnic University was the first school in Canada to embark on an adventure to the Colombian Amazon, and I was fortunate enough to be one of its first participants. We hiked through the Amazon rainforest with shaman guides, sometimes during rainstorms; we had an evening boat ride down the Amazon with nothing but the stars and galaxies to light our way; we met with professionals and locals to hear their tales of social responsibility, global issues, and magic; and we witnessed countless rainbows, sunsets, and thunderstorms, showcasing the diversity and complexity that is the Amazon. I remember on the boat ride to Calanoa there was an intense thunderstorm – lightning bolts illuminated the night sky as fireflies danced between the trees – and all I was thinking was: the adventure has officially begun. I am eternally indebted to Ross, Lucie, Marlene, Diego, Carolina, Daniela, everyone at Calanoa and Kwantlen Polytechnic University for providing this transformative experience. I learned so much about myself, about Colombia, and about the world around me. Ultimately, this was an experience I will never, never forget. It was expensive, it was terrifying, but it was exciting, necessary, and infinitely rewarding. I will recommend this field school to whomever I can for as long as I can.

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The IDEA Amazon field school has reminded me how much I enjoy learning. I have always found that I have had problems connecting to the material in a traditional classroom setting. I have difficulty focusing during lectures, as I know that my style of learning is a kinesthetic one. I learn best when I am actively engaged, and generally rely on trial-and-error to solve problems and understand material, (which is not necessarily conducive to receiving high grades). While I do remember material easily when participating in discussion, I am often one of only a few members who are interested in speaking. Despite my relatively high grades, I do not consider myself to be a good student. I procrastinate often, rarely read assigned materials or texts, and draw pictures instead of take notes. I calculate grades and percentages to determine the minimum amount of work I can get away with doing and still maintain my GPA. I do not blame the school for my general lack of motivation, as the traditional system is something I simply do not fit into. IDEA does not only encourage participation; it demands it. It demands 110% in everything that is done, and I was more than willing to accommodate that demand. The student-directed approach to learning is one that really appeals to me as well; I am much more willing to put effort into a project that I devised, or devised within a group, than I am with an assignment that is imposed upon me, or that I do not understand. I feel as though my input is welcomed, and the learning environment is one that is receptive, friendly, and encourages personal growth and development. I love that every student gets a chance to speak. The concept of open discussion is embraced, and IDEA is one of only a few classes where I felt challenged to honestly and openly reflect on the material presented to me. I will continue to take IDEA classes during my time at Kwantlen, as I believe the skills I have developed this semester as an IDEA student are skills that I will keep with me, and continue to use, for the rest of my life.

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In Colombia, I went on an amazing journey – and not just within the trip itself but also an emotional roller coaster. I experienced so many eye-opening things that I have difficulty putting it all into words. One of things that I really wanted to do when I was on this trip was to go into it without letting fear stop me. There was no doubt that I had fears and anxieties about what I was getting into but I realized that this was an opportunity of a lifetime and a chance to make as many memories as possible. I wanted to do everything and experience everything because I knew I would regret it if I didn't. I tackled my fears while I was there and it has given me a new sense of courage now. It was frightening enough just to decide to go to the Amazon in the first place knowing that I would be in an truly unfamiliar environment. I didn't know how I would feel while I was there. I felt that I pushed myself to be brave and not worry about the

outcome as much and I always ended up realizing that it wasn't as bad as I thought it would be. I surprised myself with how I reacted emotionally to the situations I was put in. Even though overall I had anxieties there was something internal pushing me to be brave. It was a feeling that I had never experienced before.

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During this field school I learned that I don't know very much about the world, but I know I really want to. Colombia made me realize that university alone does not shape you into knowledgeable person. Experiences such as this are essential to being a better rounded person. IDEA exposed me to so many avenues of study that I was not aware of, and many that I am genuinely interested in. This is the first course in my 6 years of university where the grade was not the focus of my study. I believe that this is the reason why I fully engaged in the process and the journey. Our group reflections helped me break out of my shell. They were an important part of this process for me. I was shocked at the way I was able to speak to the group. I was much more open than I am used to being. It was not just about facing fear, it was about trusting others. Something I feel I had lost. Now, I want to only associate myself with things I believe in and things I am proud of. I want to see the world. If Colombia alone has taught all this, I can't imagine what seeing the world would do. Life is a journey, and I think that mine is finally taking off. I want to have more of these experiences; they are priceless lessons; an entirely different type of education. Thank you Ross and Lucie for pushing for this field school.

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I now know a calm peace within myself like I have never known before. Spending two weeks walking side by side the group, everyday has been the catalyst for this. I realize now that I cannot move forward alone, I must engage and be part of the greater whole in order to realize any true and lasting meaning. Our group and the people of Colombia, the Amazon and certainly the villages have shown me that it is possible to be happier with less. Watching the children of the village on the football field proved this to me. We are all connected. I can now feel the connection after living it, it came from the Amazon and the people – it was not there before we left Canada.

Credential Development

Minor in Mentorship and Community Engagement

The IDEA minor is intended to embody the core values and practices of KPU's emerging identity as articulated in the 2013 Academic Plan. The plan asserts that KPU is

> committed to providing enriched learning experiences that help prepare students for global citizenship and success in life through fundamental academic skills, inquiry-based curriculum, reflective scholarship and student-faculty interaction, and the critical role of a supportive academic community. Our goal is to attract students from across the region and beyond because of the quality and relevance of the programs we offer, and to develop the reputation for supporting them as lifelong learners. This requires offering a broad suite of programs and credentials (with interdisciplinary options) and flexible program delivery models, ensuring ease of transfer across disciplines (particularly in the 1st and 2nd years), and providing an appropriate blend of content, tools and inspiration to enhance personal capabilities. This approach is consistent with Nussbaum's (2006) proposition that an education based on the idea of an inclusive global citizenship, and on the possibilities of the compassionate imagination, has the potential to transcend divisions created by distance, cultural difference, and mistrust, and is one of the most exciting tasks we can undertake as educators and citizens.

> A major characteristic of KPU's emerging hybrid polytechnic university is reflected in how we are linking support for students' academic success with opportunities for personal growth, enabling them to develop skills to communicate effectively, to work well with people from different backgrounds, and to think critically and creatively. KPU is uniquely positioned and fully committed to guide and support students as they develop the applied and academic learning that citizens in the 21st century global society need to succeed.

Approaches such as inquiry-based curriculum, reflective scholarship, intensive interaction, interdisciplinarity, and flexibility are all foundational to IDEA. Values such as the importance of global citizenship and lifelong learning, the importance of inspiration, the crucial role of compassion and imagination, and the underlying purpose of personal growth are all core elements of the IDEA philosophy. Skills such as effective communication, openness to diversity and inclusion, and creative and critical thinking are all integral to the IDEA process. The goals articulated for KPU are embodied by IDEA and are reflected in our core values, skills, and curriculum.

Each course within the curriculum will focus on at least two skills from each of the three IDEA core value areas (for a minimum of six core skills for each course):

Self-awareness

- Developing a path of self-assessment, self-regulation, and self-reflection.
- Following the search for knowledge and meaningful answers.
- Finding useful solutions to complex problems.

- Developing creativity through play and imagination.
- Thinking for oneself.

Empathy

- Opening oneself to empathy and compassion.
- Communicating effectively in speaking, listening, writing and performing.
- Building trust, emotional safety, and a culture of collaboration.
- Being open to giving and receiving feedback and accepting others.
- Embracing and resolving conflicts.

Character

- Engaging in the reciprocal process of mentorship.
- Joining and contributing to communities.
- Modeling and teaching ethical practices.
- Opening to, and learning from, other cultures.
- Being a lifelong learner.

Core skill listing per course

IDEA 1100, Interdisciplinary Foundations

- Developing a path of self-assessment, self-regulation, and self-reflection.
- Following the search for knowledge and meaningful answers.
- Finding useful solutions to complex problems.
- Thinking for oneself.
- Communicating effectively in speaking, listening, writing and performing.
- Building trust, emotional safety, and a culture of collaboration.

IDEA 1200, Community Engagement (new course)

- Developing creativity through play and imagination.
- Communicating effectively in speaking, listening, writing and performing.
- Opening oneself to empathy and compassion.
- Building trust, emotional safety, and a culture of collaboration.
- Joining and contributing to communities.
- Opening to, and learning from, other cultures.

IDEA 2100, Creativity, Ecology, and Nature Experience

- Developing a path of self-assessment, self-regulation, and self-reflection.
- Finding useful solutions to complex problems.
- Developing creativity through play and imagination.
- Opening oneself to empathy and compassion.
- Joining and contributing to communities.
- Being a lifelong learner.

IDEA 1400, Community Performance and Theatre Exploration (new course)

- Developing creativity through play and imagination.
- Communicating effectively in speaking, listening, writing and performing.
- Building trust, emotional safety, and a culture of collaboration.
- Being open to giving and receiving feedback and accepting others.
- Engaging in the reciprocal process of mentorship.
- Joining and contributing to communities.

IDEA 2300, Core Mentorship Skills (new course)

- Developing a path of self-assessment, self-regulation, and self-reflection.
- Opening oneself to empathy and compassion.
- Communicating effectively in speaking, listening, writing and performing.
- Building trust, emotional safety, and a culture of collaboration.
- Embracing and resolving conflicts.
- Engaging in the reciprocal process of mentorship.
- Modeling and teaching ethical practices.

IDEA 3100, Interdisciplinary Creative Expression

- Developing a path of self-assessment, self-regulation, and self-reflection.
- Developing creativity through play and imagination.
- Communicating effectively in speaking, listening, writing and performing.
- Building trust, emotional safety, and a culture of collaboration.
- Joining and contributing to communities.
- Being a lifelong learner.

IDEA 3301, Myth, Culture, and Creativity

- Developing a path of self-assessment, self-regulation, and self-reflection.
- Following the search for knowledge and meaningful answers.
- Developing creativity through play and imagination.
- Communicating effectively in speaking, listening, writing and performing.
- Opening to, and learning from, other cultures.
- Being a lifelong learner.

IDEA 3302, Creativity and Mentorship in Groups

- Developing creativity through play and imagination.
- Building trust, emotional safety, and a culture of collaboration.
- Being open to giving and receiving feedback and accepting others.
- Embracing and resolving conflicts.
- Engaging in the reciprocal process of mentorship.
- Modeling and teaching ethical practices.

IDEA 3303, Interdisciplinary Field School (new course)

- Developing a path of self-assessment, self-regulation, and self-reflection.

- Developing creativity through play and imagination.
- Communicating effectively in speaking, listening, writing and performing.
- Building trust, emotional safety, and a culture of collaboration.
- Joining and contributing to communities.
- Being a lifelong learner.

IDEA 4100, Mentorship through Community Engagement

- Building trust, emotional safety, and a culture of collaboration.
- Engaging in the reciprocal process of mentorship.
- Joining and contributing to communities.
- Modeling and teaching ethical practices.
- Opening to, and learning from, other cultures.
- Being a lifelong learner.

Articulating the Core Skills

Each course outline will either use the core skill statements directly or will adapt them, as required, to the specific context of the course. For example, in IDEA 1100 the core skill of *developing a path of self-assessment, self-regulation, and self-reflection* will be articulated as the following three individual skills:

- Practice mindfulness and self-reflection
- Apply self-regulation skills in interpersonal dynamics
- Apply self-assessment skills in the context of class projects and activities

Developments and Adaptations

Unchanged Courses

- IDEA 1100, *Interdisciplinary Foundations* (with mentorship program)
- IDEA 2100, *Creativity, Ecology, and Nature Experience*
- IDEA 3301, *Myth, Culture, and Creativity* (emphasis on community, culture, and the mentorship of myth)
- IDEA 2100, *Creativity, Ecology, and Nature Experience* (emphasis on mentorship of nature)

Adapted and Developed Courses

- IDEA 1100 (mentors provided by practicum learners)
- IDEA 3302 (emphasize mentorship language and change title to *Creativity and Mentorship in Groups*)
- IDEA 3100 (emphasize mentorship language and change title to *Interdisciplinary Creative Expression*)
- IDEA 4100 (emphasize mentorship and practicum language, and change title to *Mentorship through Community Engagement*)

New courses

- IDEA 1200, *Community Engagement* (student-built)
- IDEA 2300, *Core Mentorship Skills*
- IDEA 1400, *Community Performance and Theatre Exploration* (in-process)
- IDEA 3303, *Interdisciplinary Field School in the Amazon* (collaboration with Design)

Total Courses: 10

1100, 1200, 1400, 2100, 2300, 3100, 3301, 3302, 3303, 4100

Post-baccalaureate Certificate Program

Mentorship and Community Engagement

This program will provide an integrative and self-directed learning environment for learners to develop mentorship skills they can use in the workplace, in their communities, and in their families. The program will be structured as a learning community in which individual learners will build their own pathways based on how much they already know, how they want to apply their skills, and how intensive they wish their program to be.

There will be no set classes in this program. Instead, learners will join a cohort during their participation in the initial one week intensive. With the help of a program mentor, the cohort will plan monthly meetings and activities based on their shared interests and challenges. In consultation with a program mentor, each learner will also develop an individualized plan that addresses how much skill development the learner needs to accomplish during the program. There will be no predetermined credit requirements, prerequisites, or learning activities; the program will be different for each learner. Projects will be based on skill demonstration and assessed using competency criteria. There will be no grades. Instead, each learner who successfully completes the program will receive a skills-based transcript that shows the mentorship skills they have achieved and what the learner can do with those skills.

The program will have four elements:

- Initial one week intensive
- Cohort activities (approximately monthly)
- Individual projects (some of which will include other members of the cohort, courses from other programs, and similar customizations)
- A practicum to demonstrate the skills learned

The program will emphasize the following characteristics:

- Online component with digital portfolio and badges
- Prior learning assessment and gap analysis
- No fixed course requirements (depends on gap analysis)
- Personalized pathways built through collaboration with faculty mentors
- Competency-based transcript (competencies mapped to actual learning)
- Competencies as core (as opposed to credits)
- Courses defined by amount of learning (not hours)
- No set course schedule or defined points for courses (individualized)
- Self-paced program
- Experiential learning

- Broad acceptance of learning activities (independent study, learning communities, courses from elsewhere, etc.)

Course Development Process

IDEA 1400, Community Performance and Theatre Exploration

Brief Description of Course

Learners will explore performance and theatre within an expressive arts context. They will develop performance skills and will present theatre productions to various communities within and beyond KPU.

Program Fit

This course fulfills a long-standing initiative within IDEA to provide curriculum specifically focused on expressive arts performance. The IDEA steering committee has identified performance curriculum as a priority, IDEA developers have been working toward performance curriculum for some time, and learners have been requesting this kind of course since the inception of IDEA.

There is no similar course at KPU.

No prerequisites will be required.

Faculty and Institutional Fit

This course utilizes specific modalities such as inquiry-based curriculum, reflective scholarship, intensive interaction, and interdisciplinarity. These approaches are all listed in the KPU Academic Plan as being foundational priorities. Additionally, the Academic Plan highlights the importance of values such as global citizenship, inspiration, compassion, imagination, and personal growth. These values are core elements of this course and of the IDEA philosophy in general. The Academic Plan further emphasizes skills such as effective communication, openness to diversity and inclusion, and creative and critical thinking. Again, these are all integral to the course and to the IDEA process. The broad goals articulated for KPU in the Academic Plan are embodied by this course and are reflected in the core processes and outcomes of the curriculum.

To illustrate the correlation between the course outcomes and the KPU Academic Plan, we have emphasized (below) the specific areas in which the learning outcomes for this course are aligned precisely with the KPU Academic Plan.

- *Explore and reflect upon* performance and theatre experiences as opportunities for *developing the creative imagination, a critical sensibility, citizenship, and community engagement*

- Utilize the context of *mentorship* and the activities of expressive arts performance to achieve *personal growth*

- Interpret and apply *diverse traditions* of performance and theatre

- Develop the *creative imagination* through performance, *mentorship*, and *community engagement*

- Improve skills of *communicating effectively* in speaking, listening, writing, and performing

- *Join and contribute to* an expressive arts *community*

- Create *interdisciplinary creative projects* using strategies developed through exposure to a performance-based learning environment

We find similar correlations when we examine the KPU Strategic Plan. The core vision of the Strategic Plan is as follows, with emphasis added where the language matches the outcomes of the course under review:

- *Inspiring* educators

- All *learners engaging in campus and community life*

- *Open and creative learning environments*

- *Relevant scholarship* and research

- Authentic *external and internal relationships*

The Strategic Plan goes on to describe the importance of distinctive programming, innovative teaching and learning, experiential learning, enriched student experience, and purposeful community engagement. We have illustrated (below) how each of these core goals for KPU matches a core outcome for this course.

- *Distinctive programming* corresponds to the unique performance-based curriculum of the course.

- *Innovative teaching and learning* corresponds to the context of mentorship, creativity, and community engagement in the course.

- *Experiential learning* corresponds to the learning environment of IDEA, which is entirely experiential.

- *Enriched student experience* corresponds to the experiential learning environment focused on creativity, mentorship, engagement, and personal growth.

- *Purposeful community engagement* corresponds to performances in the community (by the class) and a community of learning constructed by the learners (in the class).

The Arts Academic Plan is aligned with the KPU Academic and Strategic Plans, and we therefore see similar correlations in values, approaches, and goals. For example, the Arts Academic Plan specifically emphasizes goals such as the enhancement of experiential learning, the wider adoption of interdisciplinary approaches, the importance of preparing learners for global citizenship, and the crucial role of mentorship. All of these broad goals are specifically articulated in the course outline.

There is a high degree of symmetry between the stated goals of KPU, on many levels, and the articulated goals of this course. We believe that this course embodies, in a very fundamental way, the kind of institution that KPU has said it wants to be.

Evidence of Demand

Research about the demand for post-secondary theatre courses among recent high school graduates has been conducted by one of our partners in the Surrey School District. This data, which includes information from all areas served by KPU (Surrey, Richmond, Delta, and Langley), shows that there is strong interest in post-secondary theatre curriculum. The majority of high school

graduates who have taken theatre courses in high school seek experiential theatre courses in their post-secondary programs. However, at the moment, KPU does not provide such curriculum. Accordingly, there is strong demand for this course from incoming learners.

There is also strong demand from current learners at KPU. Every semester, the IDEA program engages in consultation with learners about program development (as IDEA is built by learners as well as faculty). In each of the last three iterations of this consultation (over the last three semesters), performance and theatre curriculum has been at the top of the list of requested new courses. In addition, students in past iterations of upper-level drama courses offered by KPU's English Department have expressed a strong desire to take theatre courses at KPU.

The IDEA steering committee has also highlighted performance and theatre curriculum as priorities. Such curriculum fills a current gap in our offering. The discipline of Expressive Arts utilizes a suite of modalities that typically includes art, music, movement, writing, storytelling, craft, nature experience, drama improvisation, and theatre performance. At the moment, our curricular offerings include all of these modalities except theatre performance.

Consultation

We have consulted with KPU's President, with the Dean of Arts, with our internal IDEA faculty cohort, with the Surrey School District, with colleagues among various departments at KPU, with colleagues teaching high school theatre curriculum, and with learners at KPU. All of these consultations have resulted in unequivocal support for the course.

Once the course is approved, we will meet further with high school theatre teachers to forge a working relationship that will allow us to perform for high schools. This initiative will be facilitated by the fact that many of the KPU students enrolled in the course will have taken theatre at local high schools. In addition, once we have developed dramatic material appropriate for elementary school students, we will approach elementary schools with the goal of performing for them.

We have begun consultation with the Gateway theatre about a collaboration involving theatre curriculum (with very positive results), and after the course is approved we will also consult with other community theatres. Working relationships will inevitably follow, as there is strong interest from local community theatres to collaborate with post-secondary institutions.

Cross- or Interdisciplinary Potential

IDEA is, by definition and core purpose, an interdisciplinary initiative. (The "I" in IDEA stands for Interdisciplinary.) Accordingly, this course will be interdisciplinary. Moreover, the instructor for this course will be developing relationships with faculty in other departments with the goal of offering performances to enhance the student experience in other fields. For example, History students might benefit from performances involving historical events or dialogues from history. English students might benefit from performances of scenes from plays, stories, or entire plays they are studying in English classes. Sociology students might benefit from performances involving sociological situations. Anthropology students might benefit from performances involving cultural contexts or situations. Business students might benefit from performances and simulations of various situations (interviews, meetings, presentations, informal business situations, customer service, etc.) that can be dramatized effectively and thus analyzed and understood more effectively by Business students. In fact, a group of IDEA students could dramatize a given business situation in alternative ways to illustrate the pros and cons of various approaches to business.

This cross-disciplinary pollination can be extended to any field of inquiry at KPU. In each case, the IDEA instructor will consult with colleagues in such departments to maximize the integration

of performances with the curriculum of the other course (including the alignment of assignments with performances, if desired).

Finally, the study of performance and theatre is inherently interdisciplinary. Learners will work on and study plays, rituals, theatres, and performances from various cultures and time periods, often integrating different disciplinary approaches (e.g. dramaturgical, psychological, sociological, cultural, historical) as appropriate to the demands of the given text to be performed and the anticipated performance context (e.g. location of performance and audience make-up). The core approach — in texts, activities, and performances — is one that addresses theatre from across the world and throughout history. A global perspective, in other words

Additional Considerations

This is a bare-bones theatre and performance course. All we need is a classroom to perform in and permission to perform in KPU common areas (indoors and outdoors). Ideally we would also like to utilize the Conference Centres (in Richmond and Surrey) as well as the Langley theatre for special performances, but even this is not absolutely required.

Some performances will be held off campus. These will be similar to regular field trips and do not require special consultations in risk management.