

Canada (Alberta)

Community Learning Campus, Olds College

The Community Learning Campus (CLC) is an innovative approach to high school, post-secondary and community education, sharing resources and working jointly with a variety of community groups and agencies. It focuses on providing an active, constructive, and holistic educational environment that brings together high school and post-secondary education in one place (which may be virtual), seeking to create a seamless transition for students wishing to enter the workforce, apprenticeship, college, or university. The CLC is both a virtual and a physical learning space in four multi-use facilities: 1) core high school; 2) fine arts and multi-media centre; 3) health and wellness centre; and 4) the Bell eLearning Centre. Delivery is either seminar-based or class-based, both of which are constructivist and organized around project work. Programmes are organized around four pillars – personal, knowledge, community, and global – and navigation relies on the CLC Learner Map, which is both a framework for individual learner pathway decisions and a graphic enabling community access.

Main Focus of Innovation: LEARNERS, TEACHERS, CONTENT, RESOURCES, ORGANISATION

Other Keywords: blended/non-formal, technology-rich

General Information

Name of the ILE: Community Learning Campus, Olds College

Location/Address: Community Learning Campus, Room 964, Bell e-Learning Centre, Olds College, 4500-50th Street, Olds, Alberta T4H 1R6

Website: www.communitylearningcampus.ca

ILE submitted by: Canadian Rockies Public Schools

Rationale

Why do you suggest that it should be included in the project? How does it respond to 21st century learning challenges?

The Community Learning Campus (CLC) is an innovative approach to high school, post-secondary, and community education, and addresses specific rural needs by sharing resources and working jointly with a variety of community groups and agencies. The CLC is a joint venture between Olds College (OC) and Chinook's Edge School Division (CESD) in collaboration with the Town of Olds, Mountain View County and the University of Alberta. Integrated with the OC campus, the CLC consists of five multi use facilities complete with integrated programming.

The Olds High School is located in these new facilities on the OC Campus as well as sharing existing college facilities. Since this move has been a phased approach, high school students have been using the new facilities since the spring of 2008. However, they have been engaged in CLC programming since the fall of 2006. The final phase will open February 2010. Although Olds High School students have been the strongest participants of the project to date, Community Engagement Sites are being completed in 12 other CESD communities to provide a linkage to the programming available at the CLC through video conferencing.

The CLC vision focuses on providing a active, constructive, and holistic educational environment that brings together high school and post-secondary education in one place (which may also be virtual), creating a seamless transition for students wishing to enter the workforce, apprenticeship, college, or university. The distributed learning environment, including face-to-face, online line, video-conferencing with constructive teaching pedagogy ensures students develop independence, self-regulation, collaborative skills and critical thinking skills. Through an emphasis on assessment for and of learning, students are able to reflect on their learning and use assessment to improve learning and achievement. CESD and Olds High School have a reputation for providing quality K to 12 programs and OC is internationally known for its outstanding programs in land, environmental sciences, horticulture, trades and animal science. Using the resources of these organizations, the learners will have an opportunity to gain skills in project development and presentation and begin their career paths while they are still completing a high school education. This will enlarge their circle of expertise and experience to make learning more real to them.

Evidence

Is there any evidence or indications showing that this initiative achieves the outcomes that it is aiming at?

The project has been successful and is presented in the following anecdotal narrative of the CLC Program Development Model and Learning Map. This narrative provides information noting how students have participated in CLC learning opportunities. The model consists of 4 pillars: personal, knowledge, community and global. The programming designed in the context of this pillar. (See CLC Program Development Model) The Learning Map assists learners in identifying their areas of interests and developing a learner pathway. The CLC Learner Map shows the possible development of career/learner pathways with links to post-secondary opportunities at OC. This document is the centre of discussions regarding how high school and post-secondary students can explore learner/career pathways to ensure transition to post-secondary, career and work, but is also serves as a graphic to consider how the community could access the CLC program. (See CLC Learning Map)

Evidence and Indications Narrative**Learner Pathways**

Beginning in 2006 Olds High School, CESD, and Olds College worked with OneSmartWorld originators to pilot and implement, with grade 9, the use of the award-winning Four Dimensions Inventory (4D-i®). The 4D-i is a scientifically reliable and valid assessment tool that measures individual styles in each of the dimensions and sub-scales of the Smart for Life® Platform.

The inventory identifies individual preferences and styles that increase self-knowledge. This tool may be utilized with learners of all ages to assess their interests and abilities.

CLC Transition Project

One of the foundations of the Community Learning Campus, learning enhancement with partnerships beyond the traditional high school experience. Through the CLC the expertise of the OC and CESD and the community are used to improve the learning of high school students, college students and community members.

The CLC engaged in program development and implementation to address the needs of the 21st Century learner beginning in 2006 with a small group of 15 high school students in a pre-employment trades welding program. Students were in their home schools (4 different high schools) in the morning and at the college in the afternoons and some Saturdays to achieve the goals of the pre trades welding program. Students, parents and teachers commented on this program benefited the students and provided enthusiasm, real life skills and an exciting pathway for students. Since those beginnings high school learners have continued to engage in programs with OC and community. The students' educational experience has been enhanced through engagement in one of the following: OC courses delivered through a distributed learning environment or on site, specific applied research projects as well as modification of how tradition high school courses are delivered.

A recent success in 2009 was the So You Love Horses course delivered though video conferencing to high school students from 6 rural high school. These students were also linked through a learning content management system for online learning and support. In addition, the students experienced 2 "lab" days on site with Olds College Equine students providing instruction and mentorship.

The Renewable Energy Project Working Group is making connections between the Olds College bio-diesel project, water use and the high school curriculum. This project also has implications to the high school science program of studies and science fair as students engage with Olds College faculty on projects. This group facilitated their First Annual Seminar for high school science teachers, post-secondary instructors and community members in 2007. The 2nd seminar scheduled for 2009 will include video conferencing presentations. OC School of Innovation, CESD High Schools, CESD Curriculum and Instruction, Mountain View County and Town of Olds are represented in the Working Group.

One of the unique features of the CLC is the opportunity it provides to neighbouring schools and communities. Through Community Engagement Site in other communities, high school students and community members are able to link to programs while remaining in their own schools and communities. A recent example was an event that brought Dr. Gwynne Dyer, a renowned speaker and observer of international events, to 5 rural sites through videoconferencing.

Students engaged in project work

During the design and construction phase of the CLC project opportunities for OC and Olds High School Learners, with possible connections to the CESD were sought. The site will eventually encompass extensive playing fields, walking paths, and outdoor gathering areas or gateways and with two green roofs as a design feature which provides many design features for OC students involved in Landscape Design. Working with Group2 Architecture and Engineering, the OC School Horticulture provided technical expertise and leadership for a December 2007 CLC Landscape Design Charette. High school and college students worked with CLC personnel, college and high school faculty and staff and community members to develop extensive concept designs. These concept designs form the basis of the landscape plan. In the fall 2007, three OC Bachelor of Applied Science School students worked under the supervision of their instructor to facilitate a Green Roof Project providing concept designs for the two green roofs on the Health and Wellness Facility and Core High School. In the fall of 2008, two groups of students continue this work and developed business plans and budgets to implement these designs. In the future high school students will be involved in the implementation of the landscape designs for the green roofs which will also serve as living laboratories for further study by all learners. In spring of 2009, plant trials conducted by OC students will begin on the green roofs.

Laddering

There is already a comprehensive articulation agreement in place that allows for students to gain college credits for high school course work. Review of this articulation and research into how other provinces and states have addressed this process is underway. CESD has been selected by Alberta Education to conduct a \$400,000 study into dual accreditation. As well, discussions are underway with universities to develop opportunities for high school, college and community learners to take university courses on site at OC or through distance education to gain university credits.

High school students will be able to receive dual credit by taking an OC course and having this course articulated to their high school career and technology credits. The goal is to provide students with opportunities in the labs and classrooms of OC without duplicating resources both physical and personnel.

Completion

Throughout conversations on program, addressing student needs to achieve completion is part of the dialogue as initiatives and pilots are developed. One of the key findings that was apparent in the pre-employment welding pilot was the importance of providing assistance to high school students as they make the transition to the post-secondary learning environment, particularly if they experience learning or behavioural challenges. As discussions progress program development, addressing adult literacy and numeracy is a key element of proposed programming to rural community members in Central Alberta. OC and CESD work closely as partners sharing resources and expertise on developing programs and services for students in rural Alberta.

Integrated Career Centre

Since the spring of 2006, program development commenced for the Integrated Career Centre [ICC]. The development of this centre aligns with the work of the Alberta Government in developing the Career Development Strategy for Alberta. The core of the ICC working group includes representatives of Alberta Employment and migration, OC, CESD and Olds High School. As well, community service providers were brought into the group in the winter of 2007. The ICC working group has developed a planning matrix to identify the clients, their needs and presents services for each of the stakeholder groups, including college, high school and community learners. Research into how service can best be provided, how synergies can be created and exploited and how the partnerships can best serve the needs of the clients is on-going. This centre will open in February 2010. This centre is unique to Alberta as it will be the only with school, college and government working together in one unit. (See Matrix Attached)

Leadership and Healthy School Communities

Creating Sustainable "Active" Leadership (CSAL) Project focuses on a collaborative, comprehensive school health, action research project between Chinook's Edge School Division (CESD) schools, OC, David Thompson Health Region (DTHR), municipal partners and community organizations. Using expertise from OC, DTHR, CESD, and other community resources, we support the education of identified student leaders as we work together to develop and implement community based projects to focus on three priority issues: healthy eating, active living, and social well being. CSAL enables them to become Youth Wellness Leaders so they are able to share their knowledge with rural students and their communities and actively engage rural stakeholders to address the three pillars through a comprehensive, student led Healthy School Community Wellness plan. The implementation of CSAL addresses the issues of inactivity, obesity, unbalanced lifestyles, and negative social environments that impact and affect our rural communities. Students in ten CESD schools with grades nine to twelve participate in CSAL beginning in September 2007 with planning and ending in June 2010 with a final celebration of the project.

Globalization

One of the key elements of the global pillar is the development of a strong digital network and the utilization of the SuperNet to enhance rural development. Both OC and CESD have been working in their respective organizations to develop their technology planning.

CLC technology planning began with two sessions in November 2006 facilitated by Tom Keenan (University of Calgary, researcher and expert on technology in education). The large group of representatives of various stakeholders met to focus on how technology will advance the CLC program model. From these sessions, a draft technology action plan has been started. The mission, vision and outcomes have been drafted. This process has been enhanced by the relationship with Bell Canada and the opening of the Bell e-Learning Facility, one of 13 Innovation Centres in Canada.

An International agreement has been signed by OC and CESD to develop aligned international student recruitment strategy for the two organizations. OC has a long history of working in different countries and this expertise will support CESD in their development of internationalization.

Thus, international parents and students utilizing the services of the agreement will have access to post-secondary and public secondary educational programs.

Research

The importance of social science research is key to understanding how the CLC programs impact learning and rural community development. The CLC has already been a focus of the Society for the Advancement of Excellence in Education in the CLC with 50 Olds High School students and OC as a case study in a Youth Trades Apprenticeship Programs study. Currently the CLC is engaged with partners in several research projects, including Healthy Pathways, Dual Accreditation, and Transitioning Rural Learners.

Learning Aims / Intended Learning Outcomes of the ILE

What are the core learning aims and which knowledge, skills or attitudes are to be acquired? (These may include outcomes related to learners' social, interpersonal, or meta-cognitive development)

The overarching CLC project outcomes include: (1) Provide reciprocal and seamless transfer between high school, post-secondary and community (2) Personalize learning to meet diverse needs (3) Create a campus that encompasses and promotes environmental sustainability (4) Advance rural community development (See question 11 for further detail)

Learners

Which group(s) of learners is it aiming at? Who is eligible to take part? How many learners are there? What are their ages?

The main learners are those in Chinook's Edge K to 12 school division, particularly high school students and post-secondary students, particularly those enrolled at OC. As well, learners include members of the community, business and industry in central Alberta. Chinook's Edge has student population of 11,000 with approximately 2500 high school students. Olds High School population includes grades 9 to 12, approximately 650 students. OC serves 1300 full time students and another 3000 part time or extension students. The surrounding community is approximately 40,000. The primary focus on 14 to 25 year olds for full time programming in CESD and OC. The age group extends for non-credit programming, online programming and seminars.

Facilitators

Who are the teachers/facilitators? Who are the leaders? What are their professional backgrounds? What are their roles?

There are a variety of teachers/instructors/facilitators depending on the delivery and focus of the programming: Teachers throughout CESD will be involved--either with direct instruction or through video conferencing. These teachers all hold an Alberta Teaching Certificate with a minimum of a Bachelors of Education. OC instructors come from a variety of backgrounds and hold credentials from trades' certificates, Bachelors, Masters to PhD. OC has the opportunity as well to bring in experts in the field to collaborate with the college on new initiatives. Instructors and teachers work collaboratively on the delivery of programs.

Organization of the ILE

How is learning organised? How do learners and facilitators interact? What kind of pedagogy do they follow? What curriculum is used?

High School Program and Pedagogy

The structure and pedagogy of the high school program is very different from a tradition model. Olds High School is part of an Alberta Education Flexibility Project with 9 other schools to study how the Alberta Education Program of Studies can be delivered without the constraint of the Carnegie Unit that requires specific hours of instruction. At Olds High School there are two delivery programs – seminar based and class based. Both approaches are constructivist and project based. In a "quad" structure, the grade 9 and 10 options are taken in the morning with their core high school courses in the afternoon. The grade 11's and 12's have their core courses in the morning and their options in the afternoon. The goal is to loop the teachers with the students for two years. If a teacher teaches a student in grade 9, they would probably teach them in grade 10. All of the school based options are divided into 25 hour modules so that essentially every month the student is able to take another option or continue to focus on his/her learner pathway. a learner pathway allows students the flexibility to explore courses in an area (i.e. health, business, resources), but doesn't not necessarily stream them towards a particular career. This allows them the flexibility to fit in college courses of different lengths and then fit back into high school based options after. Also, the themes for the learner pathways of the students are based on year. Grade 9, which we are piloting this year, focuses on "Who am I?" which will be an exploratory year where they examine learning styles, develop portfolios, and begin their learner plan. An aspect of the grade 9 program includes the OneSmartWorld 4 Di. Grade 10 addresses the theme – Do I know where I am going? Grade 11 address "What do I need to get there?" and Grade 12 theme is "Do I have what I need?"

In the college environment there has been a variety of methods used to involve students in their learner pathways: by registering for a single class and participating as a student; special sections for high school students i.e.: welding; So You Love Horses; development of research projects or being involved in research through the Olds College School of Innovation. As well high school students and college students share the same learning facilities so the high school student starts to develop an understanding of college courses.

Learning Context

In which context does learning take place? What does the physical learning environment look like? Are community resources used to facilitate learning and how?

The CLC is a virtual and physical space made of old and new facilities. Integrated with the Olds College campus, the CLC consists of four new multi-use facilities: (1) Core High School (2) Fine Arts & Multi Media Centre (3) Health & Wellness Centre (3) Bell e-Learning Centre. The Bell e-Learning Core opened its doors in spring 2008. The Fine Arts & Multi Media Centre opened February 1, 2009, and the remaining buildings are scheduled to be completed by January 2010. The high school students have been on site and at their old school since September 2005. They have been in college courses and have high school classes in the new facilities and existing facilities on the College Campus. They utilize an Olds College structures lab for their Career and Technology Studies fabrication courses. The high school students will use the Olds College Library beginning in September 2009. The Community Learning Campus also stewards the establishment of "service hubs" in 12 Alberta communities, all connected to the Bell e-Learning Centre in Olds, Alberta. In essence, these Community Engagement Sites (CES) are a storefront to give all CESD students, businesses, and industry and community members, access to the CLC programming or provide CLC programming from their site. They will provide learners – young and old – with high speed data exchange, video conferencing, and other educational technology, along with technical support. (See www.communitylearningcampus.ca for designs and photos of the facilities.)

History of ILE

Who initiated it? For what reasons was it started and with what purpose? Have these changed since?

The Community Learning Campus [CLC] began with a need to renovate the Olds High School in 2003. Through the establishment of a joint venture and guided by the visionary leadership of the Olds College Board and Chinook's Edge School Division Board, and Superintendent Jim Gibbons and President Dr. Tom Thompson, the CLC was conceived to advance rural community capacity. The CLC is an innovative approach to education that integrates high school, post-secondary, community, and business & industry. Key to the success of the CLC is the extensive network of collaboration with a wide range of community stakeholders. The result of this collaboration has been the addition of facilities and programs which will ensure seamless, quality, accessible and innovative education for all learners. The synergy, the common vision for a new way of learning and the shared enthusiasm is the heart of the CLC. As the project has progressed more partners have joined the project offering more learning opportunities for students. The project has grown from a \$6.7 million dollar renovation to a nearly \$70M 21st Century learning environment.

Funding of the ILE

How is it funded?

The funding model is a collaborative model involving different government departments (education, advanced education and infrastructure), and municipalities, college, and school division.

Learning Outcomes

What are the learning outcomes achieved by the ILE, including academic, social, interpersonal and meta-cognitive outcomes? How is learning assessed?

Each course or program is outcome based and has a range of outcomes which address academic, social, interpersonal and meta-cognitive outcomes related to that particular course or program. Assessment strategies for and of learning are varied and include written, oral, multimedia and project based strategies. A collaborative team work approach with practical hands-on learning is a cornerstone of learning at both the high school and college level. When high school students are engaged in a college program they are expected to attain the outcomes of the college course.

In our learning plan we include strategies to address the following outcomes in the following: individual learner pathways, personalized learning, seamless transition, international learning; technological rich environment, service learning, leadership development, apprenticeship and trades training; cross curricular and co-curricular; career counselling; delivery of Alberta Education Program of Studies and Olds College courseware.

We use a number of in-class measures, but in terms of the overall project, we include the provincial high school diploma results, high school completion, and transition to post-secondary a key measures of success of the CLC.

Documentation describing or evaluating the ILE

Is there documentation on this learning environment? Is there a website? Films? Research reports or evaluations? Other forms of documentation? (please supply references or links)

The CLC is very transparent. The website www.communitylearningcampus.ca documents the project from the very beginning and is the key accountability statement to the public. As well, each month reports are provided to the Governance Team, CESD Board and OC Board to review progress on the learning outcomes and development of the concept of the CLC. As well, much of the program is being developed through a number of initiatives. Each initiative requires a detailed plan, strategies, measures and reporting process.

There is a study on the economic, learning and social benefits of the CLC available as well the concept drawings and learning plan received a national school planning award at the very beginning of the project. This project is extremely well documented as each meeting since 2003 has been documented. We are well over 500 meetings to date.

Other information you consider to be relevant to describe the ILE

Please see documents attached and please visit the website www.communitylearningcampus.ca