

Transforming Careers and Experiential Learning

A Trent Perspective



Outline

- Who are we?
- Evolution of the Career Centre
- Exploring Careers | Facilitating Experiences
- New Additions
- Next Steps
- Q&A

Meet the Team

- **Tom Phillips** | Director, Co-op, Careers & Experiential Learning
- **Jason Dennison** | Careers & Workforce Analyst
- **Kelly Zatorski** | Manager, Careers & Experiential Learning

Evolution of the Career Centre

• From

To:



Exploring Careers | Facilitating Experiences

- What have we been up to?
 - New team members, process improvements, team rebranding, new website, program expansion, increased services, documentation and EL tagging
- What next?
 - Orbis Outcome, office relocation, further integration of services, expansion of EL working group, expansion of EL opportunities

Experiential Learning | What is it?

“In its simplest form, experiential learning means learning from experience or learning by doing. Experiential education first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking.” Lewis and Williams (1994, p.5)

- Lewis, L.H. & Williams, C.J. (1994). In Jackson, L. & Caffarella, R.S. (Eds.). *Experiential Learning: A New Approach* (pp. 5-16). San Francisco: Jossey-Bass.

Experiential Learning | Types

- Co-op - the most commonly discussed, and most 'popular' form of experiential learning; (a program which alternates periods of academic study with periods of work experience in appropriate field)
- Field Placement;
- Community based or applied research;
- Community Service Learning;
- Professional Practica;
- Internships;
- On (or off) campus work and volunteer experience.

Experiential Learning | Tagging

- Identified and inventoried experiential learning opportunities within all undergraduate departments and programs based on definitions created through OCAV/COU pilot project;
- Consulted with department chairs and faculty to collect data for each course;
- Created a database of all EL in each course, including number of hours/term.

CAREERSPACE | Services

- CAREERSPACE helps students build bridges between the classroom and the working world.
- We are fostering a community of knowledge and connections to give our students the best possible opportunities.
- Our main goal is to assist students to gain experience during and after their program by offering:
 - career counselling appointments;
 - resume and cover letter critiques;
 - interview preparation;
 - career planning, work search, and further education workshops;
 - a student job board;
 - and a variety of events that connect students with employers and recruiters;
 - labour market information for trends in hiring and required skills.

Careers + Experiences = Success!

- Each student will have an official record of experiential learning that will complement their academic transcript;
- A student's record of experiential learning can be a valuable addition to the information provided prospective employers;

The Goal?

To ensure that all graduating students have at least one relevant, practical, and recorded experiential learning experience that will be a positive addition as they enter the workforce.

EL Spotlight

Trent Community Research Centre (TCRC)

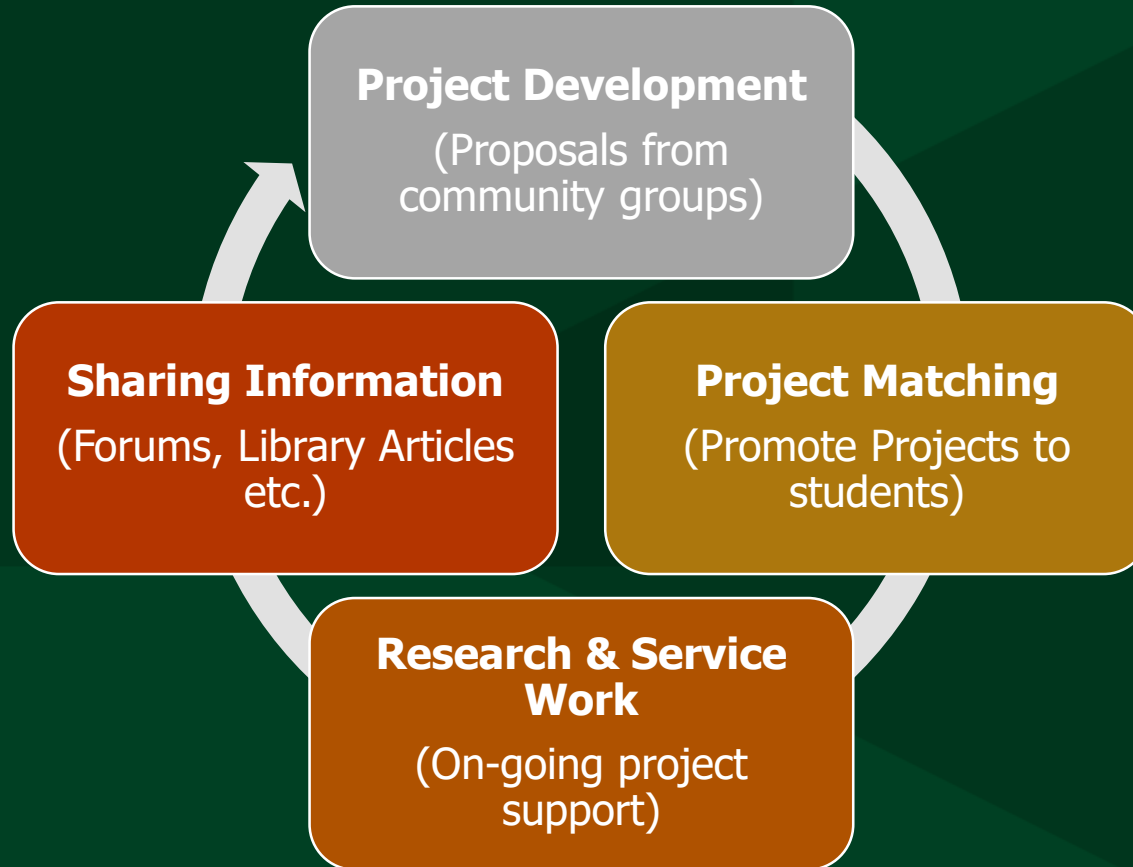


A different way of thinking about research

- Driven by community need;
- CBR re-conceptualizes what research can be, and who it is for.
- Brings together host organizations, students, faculty, and CBR project coordinator.

trentu.ca/tcrc

TCRC Project Cycle



Testimonials

Community-based research is more than a supplement to my education. It has shaped how I look at the world, how I think, and how I interact with my community.

-Martine Cleary, student researcher

The TCRC expands both our credibility and effectiveness. We'll be in a better position to deliver our mission.

– Community partner

The results were beyond anything I could have achieved on my own.

– Community partner

Labour Market Information

Identifying the Audience

- Students
- Alumni
- Departments and senior management

Students

- LMI 101 Training
- Development of Electronic Resources
- Consultations with students

Sample: Business Administration

Job Title	Hourly Wage
Tax technician	\$18.23
General accountant	\$28.44
Restricted funds accountant	\$37.53
Corporate accountant	\$38.34
Public accountant	\$39.06
Chief accountant	\$53.03

Wages don't tell us

- Experience requirements
- Certifications needed
- Skills needs

Sample: Skills Needs in Nursing

Technical Skills

- 1) Electrocardiogram
- 2) Hand grips
- 3) Ventilators
- 4) Chest tubes
- 5) Pacemakers

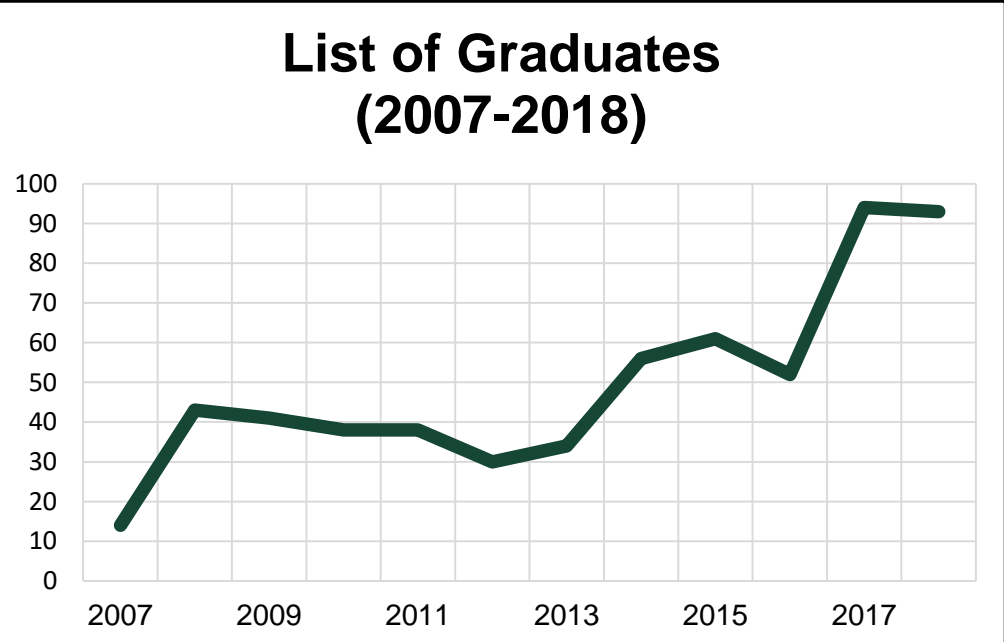
Soft Skills

- 1) Communication skills
- 2) Interpersonal skills
- 3) Teamwork
- 4) Problem Solving
- 5) Leadership

Alumni

- Alumni networking events
- Advancement opportunities
- Mentoring opportunities

Sample: Forensics Info for Alumni

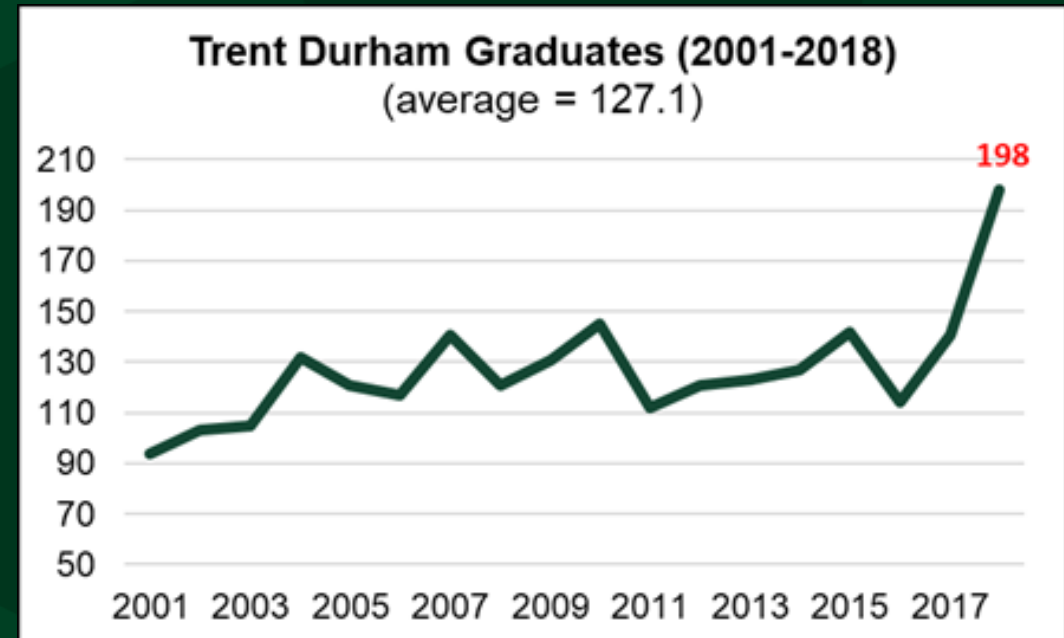
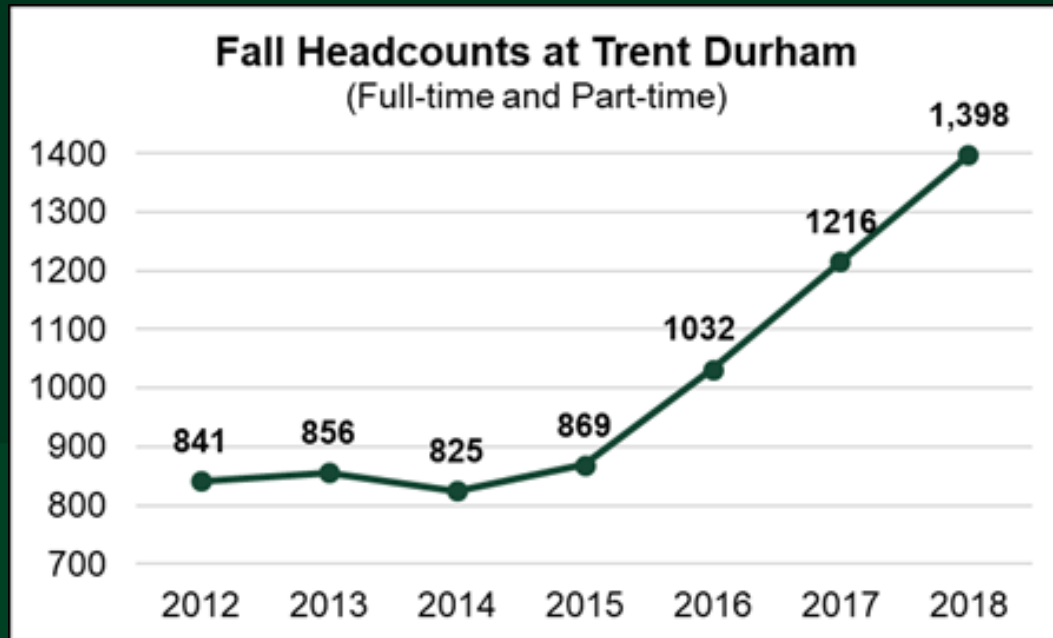


Employer	Job Title
Ontario Centre for Forensic Science	Forensic Analyst
Maxxam Analytics	Forensic and Paternity DNA Technician
Scotiabank	Investigator, Technical Crime & Forensics
Ontario Ministry of Finance	Computer Forensic Investigator
Trent University	Laboratory Technician (Forensic Science)
Edge Pharmacy Services, LLC	Compounding Technician

Departments and Senior Management

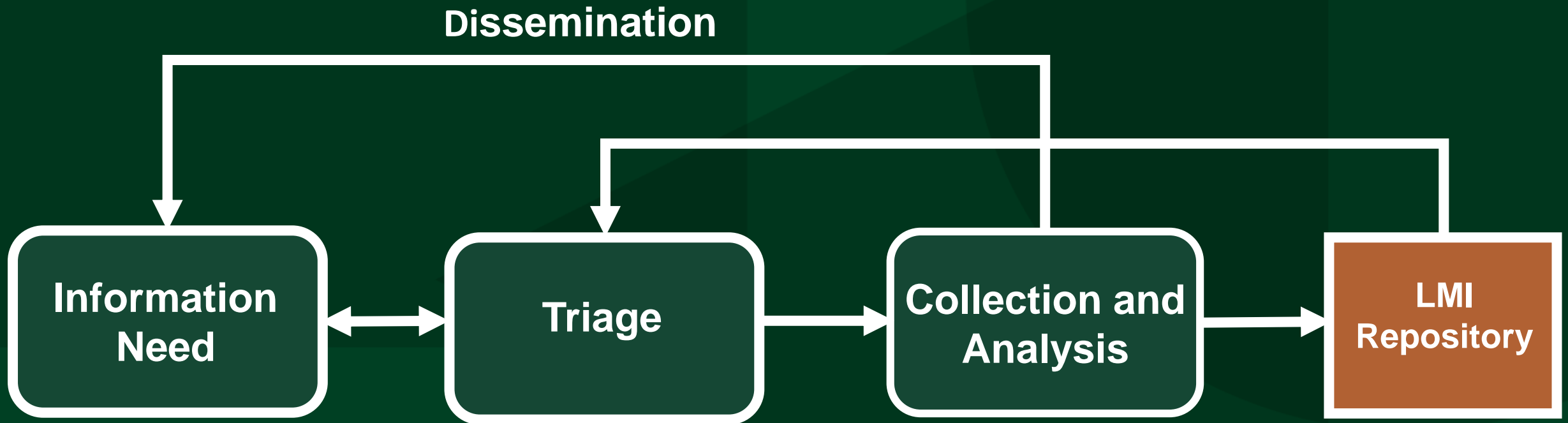
- Headcounts
- Graduate numbers
- Labour market outcomes

Sample: Trent Durham Graduates

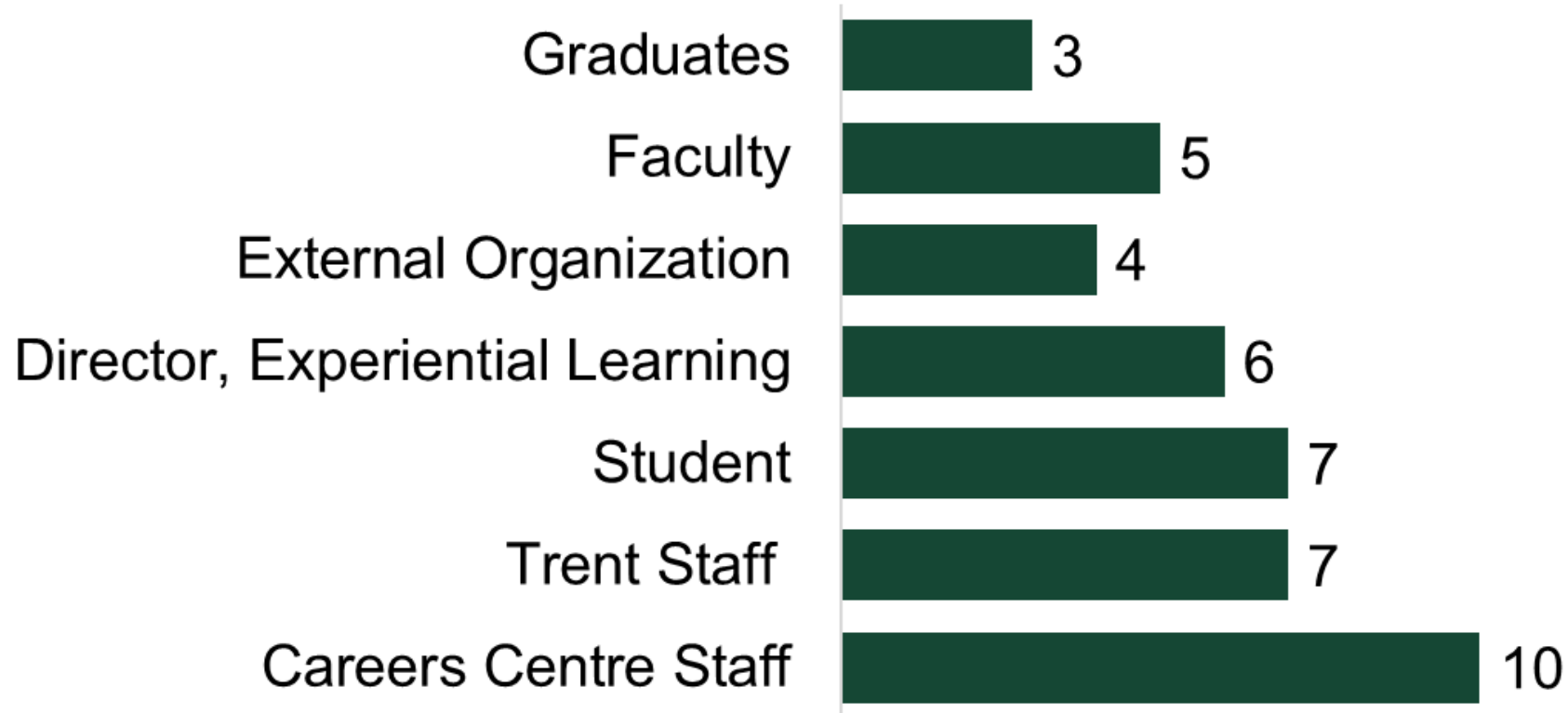


Benefits of LMI Collection and Dissemination

Framework for LMI Dissemination



LMI Requests



Continuous improvement

- Connecting with students;
- Connecting with Career Space staff;
- Connecting with departments and senior management;

Closing Slide

Questions | Contact

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