



UNIVERSITY OF TORONTO  
OISE | ONTARIO INSTITUTE  
FOR STUDIES IN EDUCATION

# Engaging the Modern Learner: Learner Development

Session 2

Related Program(s):  
Professionals Serving Students Learning Program

Facilitated By:

## Course Details

---

**Format:** 100% Online, Facilitator-led  
**Hours:** 25 hours (including collaborative learning with peers and independent learning)  
**Duration:** 7 weeks

**Who should attend?** New Entrant, Early and Mid-Career, non-academic professionals who serve students in post-secondary education environments. These professionals either work in the field of student services or their work is informed by student affairs/ services, and are seeking to develop their foundational knowledge and professional network to enhance their skills in serving students.

**Prerequisites:** N/A

## Course Outline

---

### Description:

This course focuses solely on the central role within post-secondary institutions: the learner. In this seven-week, 100% online course, you will further your understanding of 21<sup>st</sup> century learners within the context of post-secondary institutions by examining their overall journey prior to, during, and beyond the post-secondary student lifecycle. Through inquiry, evidence-based, collaborative, and self-reflective learning practices, you will analyze the role of post-secondary professionals in encouraging the ongoing development of students' 21<sup>st</sup> century competencies, and in supporting and enabling optimal conditions for learning. You will practice determining the needs of individual students by creating a student persona, which includes a holistic understanding of one student, comprised of their context, lived experiences, goals, and motivations for pursuing post-secondary studies. This course also includes an exploration of the diverse post-secondary student population; you will examine the student population at your institution, with specific focus on understanding diversity, equity, as well as the unique needs and inclusion of underrepresented students. By the end of this course, you will review the post-secondary student lifecycle at your institution, identifying potential barriers, gaps, and opportunities for improving student experience and conditions for learning. In reviewing your role and impact within the post-secondary student lifecycle, you will create an action plan to contribute to the improvement of one aspect of your institution's student lifecycle.

### Course Objectives:

This course intends to provide you with the opportunity to:

1. Compare and contrast the characteristics of the 21st century student (student as both learner and co-creator of learning), and explore 21st century competencies.
2. Illustrate the student lifecycle, identifying current practices for effective engagement spanning the student-lifecycle (admissions-orientation-student learning, advising, health and well-being – student graduation).
3. Examine diversity amongst post-secondary student populations and communities, with a focus on the inclusion of underrepresented groups.
4. Identify contemporary data regarding student motivations for attending any given post-secondary institution.

### **Course Requirements:**

The course requires a computer and online access to the OISE course environment, as well as the ability to connect online to other websites and resources as required.

### **Learning Outcomes:**

*By the end of this course, you will have demonstrated the ability to:*

1. Identify opportunities for supporting students' ongoing development of 21<sup>st</sup> century competencies, within the context of their experiences prior to and during the post-secondary student lifecycle.
2. Create a student persona that demonstrates consideration for a student's context, motivations and lived experiences, and that could support their individual needs to optimize their learning experience.
3. Propose a plan to improve one aspect of the student lifecycle at your post-secondary institution, as it relates to your role and your impact on students' experiences.

### **Learning Evaluation Plan:**

Methods of evaluation in this course are as follows with 100% of grade as assessed by an OISE Continuing and Professional Learning (CPL) rubric:

1. Collaboration: Discussions and Engagement – 20%
2. Reflective Practice (Journals) – (10% x 2) 20%
3. Developing a Student Persona – 25%
4. Improving the Student Lifecycle: Action Plan – 35%

### **Attendance Requirements:**

Learners must complete online posts and assignments as per the schedule set out by the Facilitator over the 7-week period, approximately 3-4 hours of work in total each week.

### **Topical Overview:**

1. Module One: The 21<sup>st</sup> Century Learner
  - Who is the Post-Secondary Student? Understanding the 21<sup>st</sup> Century Learner
  - Exploration of 21<sup>st</sup> Century Competencies
  - Journal 1: Understanding Myself as a Learner
2. Module Two: The Post-Secondary Student Lifecycle
  - Overview of the Post-Secondary Student Lifecycle
  - Journal 2: My Role within the Student Experience Lifecycle
3. Module Three: The Diverse Post-Secondary Community
  - Who Attends Post-Secondary Institutions? Understanding the Diverse Post-Secondary Community
  - Exploring Student Motivations for Pursuing Post-Secondary Studies

- Identifying Underrepresented Members of the Post-Secondary Community and their Unique Experiences within the Student Lifecycle
4. Module Four: Optimizing Student Experience to Enable Conditions for Learning
- Examining the Student Life Cycle to Enable and Support Optimal Teaching & Learning
  - Identifying Potential Barriers, Gaps, and Opportunities for Improvement within the Student Lifecycle

The principle of academic integrity requires that all work submitted for evaluation and course credit be the original, unassisted work of the student. Cheating or plagiarism including borrowing, copying, purchasing or collaborating on work, except for group projects arranged and approved by the facilitator, or otherwise submitting work that is not the student's own violates this principle and will not be tolerated. Students who have any questions regarding whether or not specific circumstances involve a breach of academic integrity are advised to review the Academic Integrity Policy and procedure and/or discuss them with the facilitator.

OISE University of Toronto and OISE Continuing and Professional Learning are committed to provide a learning environment that supports academic achievement by respecting the dignity, self-esteem and fair treatment of every person engaged in the learning process. Behaviour which is inconsistent with this principle will not be tolerated. Details of University of Toronto's policy on Harassment and Discrimination, Academic Integrity, and other academic policies are available on the [University of Toronto Rights & Responsibilities webpage](#).

This program and course outline information is intended to assist readers to understand the academic and administrative structure and policies and procedures of the University of Toronto, OISE and OISE Continuing and Professional Learning and to describe the professional learning programs. By the act of registration each student becomes bound by the policies and regulations of the University of Toronto, including OISE and OISE Continuing and Professional Learning. Students are responsible for familiarizing themselves with the general information, rules and regulations of the University, Faculty and Departments in which they are registered or enrolled or seek registration or enrolment, as well as the specific requirements of each program and course sought.

The information contained in program and course collateral, including but not limited to, faculty and program information webpages, are subject to change without notice. Students are responsible for verifying admission, completion, course, program, and fee requirements, as well as, requirements of outside institutions, industry associations, independent governing bodies, accreditation bodies or any other bodies that may award designations concurrently with, after completion of, or as a result of a University of Toronto OISE program and/or course. OISE Continuing and Professional Learning makes no representation, offer and/or warranty about career opportunities and suggests only possible opportunities that may be available after a program and/or course. OISE Continuing and Professional Learning reserves the right to make changes in the information contained in the program and/or course information without prior notice. Not every course listed in the program and course information will necessarily be offered in any academic year. OISE Continuing and Professional Learning reserves the right to limit the number of students who enroll in any program or course. While reasonable efforts will be made to offer courses as required within programs, admission to a program does not guarantee admission to any given course.

OISE University of Toronto disclaims all responsibility and liability for loss or damages incurred by any student or other individual, person or group as a result of delays in or termination of its services, courses or classes by reason of force majeure, public health emergencies, pandemic, fire, flood, riots, war, strikes, lockouts, damage to University of Toronto and/or OISE property, financial exigency or other events beyond the reasonable control of OISE University of Toronto and OISE Continuing and Professional Learning. OISE University of Toronto disclaims any and all liability to any student or any other individual, person or group for damages arising as a result of errors, interruptions or disruptions to operations or connected with its operations or its campuses, arising out of computer failure or non-compliance of its computing systems.