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# Teaching to Transform: Future Ready Learning

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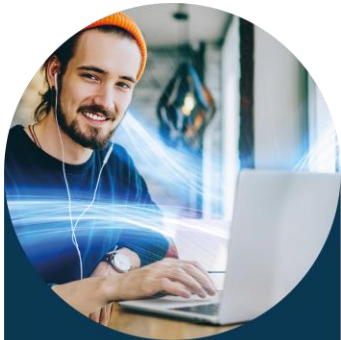
We acknowledge that we are situated on the unceded traditional territories of the x<sup>w</sup>məθk<sup>w</sup>əy'əm (Musqueam), Sk<sub>w</sub>x<sub>w</sub>ú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) Nations.



# Accomplishing Transformation Across Organizations



PebblePad is a trusted global partner in transforming Higher Education institutions through innovative pedagogical practices and co-developing future-ready curriculum to advance problem solving.



**Authentic  
assessment  
& feedback**



**Flexible  
learning  
design**



**Belonging,  
wellbeing  
& success**



**Employable  
& Future  
ready**



**Professional  
identity &  
capability**



# Geography of transformational needs . . .

- Global: Complex solution-based problem solving
- National: Intersections of environmental, cultural, social, and political
- Regional: Economies of scale and community-based service and learning
- Local: "Let knowledge serve the city", in partnership with . . .
- Education: Transforming organizations and curriculum to be future ready
- Personal: The realization that current knowledge does not meet the needs for a solution, and growth is required for success.

**Increasingly occurs within digital landscapes . . .**

# The Driving Question

Shared stories are experiential, reflective, and interdisciplinary; they challenge the learner to “read the texts” of their own lives and to “ask constantly - what needs to be transformed and what needs to be conserved”?

**~David Gruenewald (2003)**

Gruenewald, D.A. (2003). The best of both worlds: a critical pedagogy of place [Electronic version]. *Educational Researcher*, 32, 3-12.

# Stages of Transformational Learning



**The triggering event:  
examine thinking  
and understanding**



**Critical discourse:  
social, in community,  
challenges perspectives**



**Current assumptions:  
critical questioning,  
personal thinking  
& understanding**



**Test and apply:  
transformational  
thought to action**

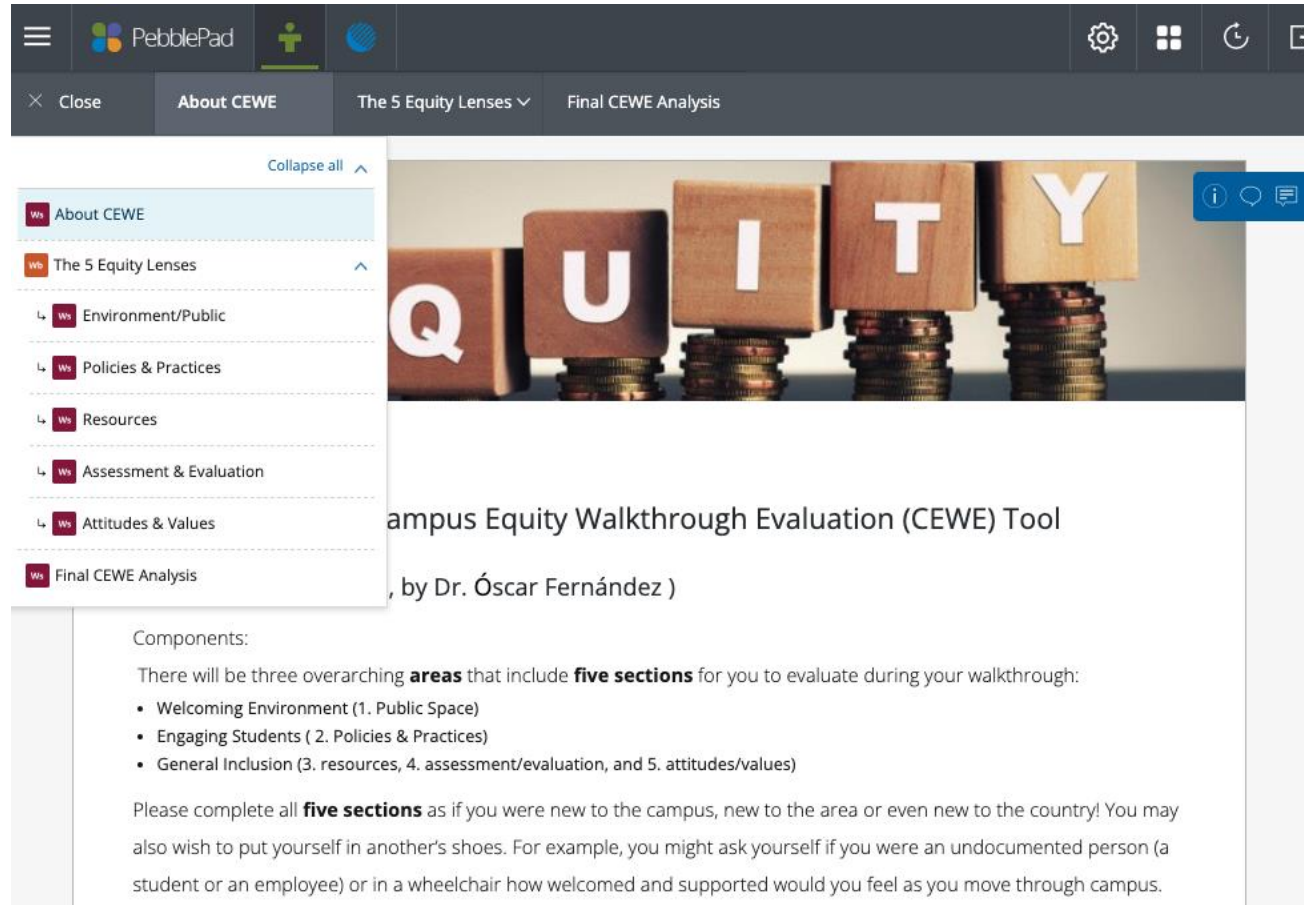


**Critical reflection:  
solitary, reflective &  
examines assumptions**



**Empower and employ:  
high likelihood of  
success**

# Leveraging a Campus Equity Walkthrough Evaluation (CEWE) ePortfolio to Assess First-Year Students' Equity-Minded Learning and Campus Belonging



The screenshot shows a PebblePad interface with a dark header bar containing navigation icons and the text "PebblePad". Below the header, there are tabs for "Close", "About CEWE", "The 5 Equity Lenses", and "Final CEWE Analysis". A sidebar on the left lists various sections: "About CEWE", "The 5 Equity Lenses", "Environment/Public", "Policies & Practices", "Resources", "Assessment & Evaluation", "Attitudes & Values", and "Final CEWE Analysis". The main content area features a large image of wooden blocks spelling "EQUITY" stacked on top of coins. Below the image, the text reads "Campus Equity Walkthrough Evaluation (CEWE) Tool" and "by Dr. Óscar Fernández)".

Components:

There will be three overarching **areas** that include **five sections** for you to evaluate during your walkthrough:

- Welcoming Environment (1. Public Space)
- Engaging Students (2. Policies & Practices)
- General Inclusion (3. resources, 4. assessment/evaluation, and 5. attitudes/values)

Please complete all **five sections** as if you were new to the campus, new to the area or even new to the country! You may also wish to put yourself in another's shoes. For example, you might ask yourself if you were an undocumented person (a student or an employee) or in a wheelchair how welcomed and supported would you feel as you move through campus.

"Transformational learning is typically aimed at reflection and student-centered pedagogies. Transformational learning refers to a teaching philosophy whereby faculty establish a shared vision for courses, challenge and encourage students, personalize attention and feedback, create experiential lessons outside the classroom, and promote reflection opportunities (Slavick & Zimbardo, 2012, p. 571).

Although O'Sullivan's (1999) expectations for transformational learning require students to understand "relations of power" and "interlocking structures of class, race and gender" (O'Sullivan et al., p. xvii), it is not clear how students first become aware of such interlocking structures in classroom assignments."

[Fernandez, O., Lawrence, A., Shaquid Pirie, M., & Ring, G. \(2023\). Leveraging a Campus Equity Walkthrough Evaluation \(CEWE\) ePortfolio to Assess First-Year Students' Equity-Minded Learning and Campus Belonging. International Journal of ePortfolio, 13\(1\), 21.](#)

## Folio Thinking (Chen) as the mechanism to support Transformational Learning

A process of engaging in the collection, organization, reflection and connection that leads to a person's ability to speak intelligently and concisely (i.e., tell stories) about one's learning experiences, what they mean and their value, and how the experiences relate one to each other.

Folio thinking is a habit of mind.

Folio Thinking observes development over time . . .  
· [\(Suter, n.d\)](#)



Plan &  
Prepare



Collect &  
Curate



Record &  
Reflect



Share &  
Showcase



# PebblePad Tools Scaffold Transformational Learning

The developmental stages of learning indicate we need a spectrum of options to support learners



## Highly Structured

Digital Templates & Workbooks

Learner "Agency" & Equity



## Highly Creative

Portfolio & Creative Suite of tools e.g. logs & blogs



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# Transformational Learning Resources

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