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# Ontario Open Badges Forum **REPORT- Sandbox version**

Prepared for:

*ecampus*  
Ontario

Prepared by:



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# Summary and potential next steps – grouped by theme

- High level of engagement across sectors, including industry
- Expectations of next steps
- Timing... carpe diem

Themes from the day emerged from presentations, breakouts and audience feedback, mostly via Post-Its.

## System enablers

### **Interoperability**

*Technology focused...*

- Passport as hub – improving its interoperability
  - Create an Open API, as exists for Factory
  - Encourage the edtech research community to mine data and increase the value of issued badges on eCampusOntario Open Badge Passport using:
    - The Passport API
    - The OS Salava code base
    - The Open Badges specification
- Investigate sharing badges with the Credential Engine
- Investigate Open Pathways

### **Competency Frameworks**

*The social side of interoperability...*

*We need common frameworks for a common language for badges – where do we start?*

*(NB: see PPT: Mapping Skills Frameworks to the ON-EES)*

- [Essential Employability Skills?](#) (endorsed by Trillium\*)
- NOT [Ontario Qualifications Framework \(QCF\)](#) ?
- Other Canadian frameworks?
  - Essential Skills? (may be covered by EES above)
  - Conference Board Employability Skills?
    - Do people talk about these anymore?
- Adapt existing from elsewhere:
  - ESCO?
  - EQF? (or SQF, AQF...)
  - Deakin's AQF-leveled skills, based on AAC&U's VALUE rubrics?
  - Lumina's Connecting Credentials? (EQF wannabe?)
- Other Trillium suggestions:
  - [OECD Top 10 Skills in 2020](#)
    1. Complex problem solving
    2. Critical thinking
    3. Creativity
    4. People management
    5. Coordinating with others
    6. Emotional intelligence
    7. Judgment & decision making

8. Service orientation
9. Negotiation
10. Cognitive flexibility

### **Quality Assurance**

*To help build trust...*

Adopt/adapt/merge:

- Existing Ontario guidelines
- CAPLA's [RPL Quality Assurance Manual](#)
- UNESCO [GUIDELINES for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning](#)

### **Partnerships**

#### **Community of Practice (outreach, community building)**

*To maintain the dialogue...*

- Stakeholders
  - Colleges & Universities
  - K12 school districts
  - Provincial Government
    - MAESD
    - MinEd
    - Other ministries?
    - Trillium
    - HEQCO
    - ...?
  - Third Sector (nonprofits)
    - Counselling Foundation (mapping competency frameworks now)
  - Federal government as funder?
  - Open Recognition Alliance (EU, US)
    - MIRVA is gearing up...
    - [ca.openrecognition.org](http://ca.openrecognition.org)?
  - ...?
- Activities
  - Online CoP
  - Events (large and small)

#### **Task Force**

*To drive next steps...*

- Stakeholders
  - Griffiths-Shepherd
  - CME
  - Magnet
  - Ontario Chamber of Commerce?
  - RBC \$500m [Future Launch](#) (youth-focused) program: work experience, skills development & networking

- ...?
- Activities, deliverables
  - White paper(s)
  - Project Proposals

## **eCampusOntario Leadership**

### ***eCampusOntario as an early adopter***

- Ontario Extend
- SxD?
- Next steps for Sandbox

### ***eCampusOntario as an infrastructure provider***

- eCampusOntario Open Badge Passport – open to other sectors?
- Open API / open development community for Passport

### ***eCampusOntario as a sponsor***

- Administer a fund to encourage PSIs to partner with other sectors for badging projects?

## **Pilots, proofs of concept**

*Showing what's possible in small, agile steps...*

- Provincial Framework (EES +?)
  - NB: potential interest from Trillium and The Counselling Foundation of Canada)
- Local implementation connected to Labour Market Partnership?

# Event Recap

## *Synopsis*

### **Positive elements, effective practices**

- Followed right after TESS – good for PSE attendance
- Excellent location, technically and thematically (Automotive Building – industry showcase)
- Cross-sectoral representation and dialogue was good (could use more employers, though)
- Event website was engaging and good for networking (Community tab)
- Collaborative notes on the Etherpad (when it worked!)
- Igniter/breakout format was effective and popular
- Great crowdsourcing: SWOT and Recommendation Post-It sessions, feedback in Reflector badges
- Feeling of momentum at the end of the day; being at the start of something

### **Challenges, lessons learned**

- The college strike hurt attendance
- Last-minute changes in agenda by Don did not mesh well with print and website lead times
- Video capture of the Igniter sessions would have been good; maybe next time
- Reflector badge applications were lower than in BC, due possibly to:
  - Don not advertising them early enough in the day
  - No badge visuals on the day

On the whole, pretty darn good!

## *Event Agenda*

See Etherpad notes at <http://bit.ly/BadgeOntario2017>

### **Introduction**

- **Welcome** - David Porter, CEO, eCampusOntario
- **Open Badges 101** - Don Presant, President, Learning Agents/CanCred.ca
- **Crowdsourced SWOT**

### **Badges and the Workforce**

- **Needs & responsibilities of employers** - Jeff Griffiths, CEO, Griffiths-Sheppard & David Sues, Director, Manufacturing Skills Centre, Canadian Manufacturers & Exporters
- **Industry accreditation and certification** - Gina Van Dalen, Executive Director, ITAC Talent and BTM Forum
- **Employer/workplace certification** - Alan Bostakian, Consultant, Great Place to Work
- **An experimental staffing model for Canada's Public Service** - Val Thomas, Lead, & Lauren Hunter, Director, Talent Cloud Team, Treasury Board of Canada Secretariat

- **Meaningful Continuing Professional Development** - Kevin Taylor, Registrar & CEO, College of Respiratory Therapists of Ontario (CRTO)
- **Examples from elsewhere** - Don Present, President, Learning Agents/CanCred.ca

## Badges for Youth, Skilled Trades and Career Change

- **Embedding Recognition in Technology Enabled Learning** - Tony Calarco, Technology Lead & Laurie Hazzard, Education Officer, Technology Enabled Learning in Ontario
- **Community Connected Experiential Learning** - Rachel Ryerson, Manager, Policy and Skills Unit, Student Achievement Division, Ministry of Education
- **Alternative Pathways to Post-Secondary** - Jim Vanderveken, Dean, Centre for Community Partnerships & Experiential Learning/City School, Mohawk College
- **Workforce transition and employability for adults in rural settings** - Amanda Payne, Competency Portfolio Community Alliance, Lindsay, ON
- **Fairness to immigrants seeking access to skilled trades** - Grant Jameson, Fairness Commissioner, Ontario
- **Building Blocks: Modular credentials for Canada's trades** - Jeff Griffiths, CEO, Griffiths-Sheppard
- **Recognizing skills for seasonal or parallel occupations** - Martin Picard, Project Manager, Canadian Council of Professional Fish Harvesters

## Popup Design Session

### Badging Post Secondary Education

- **Open Badges Sandbox: A College Perspective** - Michelle Mouton, Director, Program Quality and Development, Durham College
- **Open Badges Sandbox: A University Perspective** - Gavan Watson, Associate Director, eLearning, University of Western Ontario
- **Recognizing Faculty Learning and Development** - Valerie Lopes, Project Lead, Ontario Extend, eCampusOntario (Seneca College)
- **Partnerships for Research and Work Integrated Learning** - Isabelle Duchaine, Manager, Business/Higher Education Roundtable (BHER)
- **Making Work Integrated Learning More Meaningful** - Dana Stephenson, Director of Academic Partnerships, Riipen
- **A student's perspective** - Mini, Makhija, Student, Design Consultant (SXD - Student Experience Design Initiative)



## Open Recognition Ecosystems

- **Fundamental principles for open recognition ecosystems** - Serge Ravet, Founder, Open Recognition Alliance, reconnaitre.org
- **Emergent international ecosystems** - Don Presant, President, Learning Agents/CanCred.ca
- **Connecting systems in Ontario and Canada** - Mark Patterson, Executive Director, Magnet / Hire Immigrants
- **Toward a Pan-Canadian skills framework** - Jeff Griffiths, CEO, Griffiths-Sheppard
- **Building an open recognition ecosystem for Ontario** - David Porter, CEO, eCampusOntario

## Reporting out, recommendations, next steps

# SWOT Transcribed and Categorized

## *Strengths*

### **Benefits - Education and Industry**

- The coalition between education and industry
- Translates academic standards to workplace standards
- Better align education with the needs of industry

### **Benefits - Recognition of learning, lifelong learning**

- Recognizing that learning happens everywhere.
- PLAR
- Transparency of skills obtained
- Portability
- Competency-based

### **Benefits - Employed workforce development**

- Once employers understanding badges and badging, they will understand they are already doing this formally and informally
- Expedite future of work skills recognition

### **Benefits - Access to employment**

- Serves precarious learners – strength-based
- Shows initiative
- Badges can help revolutionize the job search/hiring industry. It's not just about what degree you have.

### **Benefits - Social life of badges**

- Badges bring authenticity to LinkedIn profiles
- Power of social media, visual to distribute info to a variety of stakeholders

- Develop social and professional currency (S & W)

### **Benefits - Modularity, flexibility**

- Trackability and transparency
- Portability FLEXIBLE
- Stackable\*, linked learning & skills (\* value in individual pieces; personalization)
- Diverse signals of capacity and potential
- Useable-usability

### **Benefits - System effects**

- Forces communication for standardization
- Breaks down silos of knowledge
- Common language for skills

### **Benefits - Filling a niche**

- Badges succeed when they solve a problem
- Badging can operationalize recognition of skills currently unrecognized

### **Next steps**

- Significant momentum to sustain and grow a badging ecosystem
- Our educational systems are leaders to push this forward
- Identify learning opportunities for learners

## *Weaknesses*

### **Competency Frameworks**

- No framework to hang the badges on (can't compare)
- Aligning badging with MAESD frameworks
- Different employer needs; purpose for this skill set
- No standard framework

### **Quality**

- No regulator / standards
- How to ensure that badges have integrity?

### **Badge inflation**

- Can't be read by resumé bots?
- Possibility of clutter, loss of meaning. Still applicable? Out of date?
- Information overload, lack of standards, dilution

### **Interoperability**

- Interoperability – connecting across platforms
- There is no common lexicon for understanding across stakeholders

- Can get cluttered fast
- Humans are not great at consuming lots and lots of data

## Perceived value

- Evidence? (is it understood by the consumer?)
- Without a common universal understanding of the value associated with badges it is hard to gain momentum (adoption curve)
- Employers ask: is it like scouts?
- No common understanding of how to recognize and use badging (both employer and employee)
- E-badges recognized in all provinces?
- Badge valuable when issuer is prestigious
- Recognition by other academic institutions
- Seen as more work, need to articulate value in a meaningful way
- Intrinsic value of badges may be hard to determine without stakeholder buy-in
- Employer recognition
- Lack of employer knowledge of badge meaning/value
- The word “badge”
- “Brick & mortar”, hesitancy of value, certified?
- Evaluation
- Value to employers, educators and students is unproven
- Employer awareness – will all employers recognize or value badges?

## System

- Fear of stepping on toes – is this our place to assess, badge?
- Funding support for alternative recognition
- Employer connection is tentative
- Yet another trend to be paid up services and watch it fade when the next one comes along
- Capacity – who’s driving this?
- Global planning (agreement)
- How to integrate badges into current workforce
- Pathways – if I have your badges I can be like you...; individual experiences are not necessarily linear. But you could focus on what is transferable to make it more portable

## *Opportunities*

### Competency Frameworks

- Could create universal platform for understanding of skills
- Real standardization (Open)
- Create a common language between academic institutions and corporate organizations
- Competency frameworks need to be identified
- Need to define (1 definition) of demonstrated competency (sic)
- Create a global understanding of the criteria that define a skill/competency
- Define “can-do” skills so they both scale and are relevant/meaningful across industries and institutions

- Good to focus on “soft skills”, not just theoretical – working in teams, interpersonal – being leaders – communication skills
- There is so much that already exists out there and so many working examples (successful) in other countries that are willing to give/share what they have that we don’t have to start from scratch or build anything (also a Threat)
- Build on already recognizable certifications (e.g. degrees)

### **Earners as Issuers/Recognizers**

- Criteria for badging re self-assessment
- Badge earners become issuers

### **Communities of Practice**

- Knowledge transfer platforms (website – with resources and tools) to strengthen a community of practice
- Building Community of Practice: Learning Outcomes Analytics

### **Stakeholder Partnerships**

- Co-creation of project-based learning opportunities between academia and industry
- Government needs to take leadership. Perhaps launch app.
- Opportunity to do a good job and be the leader

### **Benefits - System / Multiple stakeholders**

- Digitizing trust
- Bridge – formal learning through informal learning to workplace learning
- Recognition is on the critical path
- Effective demonstration of skills
- Connection through transition
- Transferability
- Neutralizes bias (Gender, Race)
- Global standardization of skills
- Formalizing and recognizing informal learning / skill development
- Stacking of badges to bigger credentials

### **Benefits - Earners**

- Engendering employer recognition
- International students & applications – global flexibility
- Immigrant credentials (FCR)
- Recognizing skills for new entrants/immigration
- Can be easily integrated with popular social networks
- Self curated and managed learning
- Open recognition for lifelong (non-traditional) learning
- Support life-long learning
- Creating Identity as a (life long) Learner

## Benefits - Issuers

- Encourage/motivate instructor/faculty/staff/ skilled trades / professional development
- Formative assessment
- Utilizing within the educational system. K12 – teaching students how to recognize and talk about their skills.
- Once industry understands it they will realize they already do this internally at the micro level as a means of:
  - Satisfying shareholder expectations
  - Satisfying customer expectations (production quality, costs)
  - Legal and safety accountability
  - “Objective” development and advancement of their workforce and what/how they are paid and rewarded

## Benefits - Consumers (Employers +)

- No more showing your degree to employers
- More workplace badges
- Large employers have the power to push forward (closed markets)
- Employers beginning to take responsibility for transferable skills
- Educate employers (about?) badges – what are they and how are they different than – certificates – credentials (most already do this internally)

## Opportunities as Needs, Warnings, Reminders

- It will be vitally important and useful to have access and opportunities to learn from each other.
- Mindful of Equity as a critical element of an open badging system

## Unclassified

- Lower cost for startups

## Threats

### Badge inflation

- Overbadging – awarding by default would water down value
- Too many badges and how to unlock complexity
- Excessively awarding badges; employers are flooded with them
- So many badges – how does the employer know what is what
- ...as well as over validating competencies (badge fatigue)
- Non-competency based badges (e.g. participation or value-based) inflating badge marketplace
- Hyperinflation of low skilled badges

### Quality

- Quality – is it rigorous?
- One bad apple can spoil the rest (Design and credibility)
- Who approves curricular or cross-curricular badges
- Issuer reputation
- Just branding (low quality training)

## Resistance, inertia

- Faculty buy in
- How does this trump the true purpose of education?
- Resistance from learning institution, certification boards, Gov?
- Challenging to disrupt traditional providers culture
- It might be a fad
- Bureaucracy – does this get drawn out – committees, paperwork
- Resistance from traditional credentialing agencies
- Regulatory bodies – stove-piped, competitive thinking
- Organized labour will see badges as a threat and therefore will be a barrier (same issue as regulatory bodies)
  - E.g. skilled trades (construction/building trades) scope of practice and overlapping competencies

## Lack of clarity, vision

- Education around the different types of badges that can be issued
- Too vague description: becomes just like certificate

## Security

- “IT Security” can enable but also create the same barriers to entry – usage, “openness”, etc.
- Cybersecurity

## Silos, lack of common standards, proprietary behaviour, noise

- Employers building in-house, not integrated
- No coordination. Common standards are difficult.
- Closed thinking
- Multiple different standards
- Diverse opinions on definition and industry influence
- Branding can break down the standardization
- Patents and commercializing open badging
- Many badge issuers doing own thing
- Interoperability – recreating silos
- Even though there is so much that already exists (see opportunity) we will still want to go out and take 10 years and M/B of \$s to build everything from scratch
- No framework to relate them (apples – apples)

## Sustainability

- What will be a sustainable technological platform
- Managing the additional load of assessment
- Badge rot! – Badge not supported

## External forces

- SMAs (Strategic Management Plans – Academia) New govt coming in what happens to (coming?) Institution vs institution

## Accessibility, unintended consequences

- Badging – will it perpetuate the skills gap, at risk students not marketing as well?
- Implementing with job seekers who have a lack of digital skills – will this hurt vulnerable people?
- Leaving informal learning (PLAR) in the dust
- Funding drives the wrong behaviour
- Rewards and recognition of organizations (their Boards) and the leaders within drive the wrong behaviour

## Perceived value

- “Value” (link to employers, meaning, etc.)
  - Consumer
  - Who created?
  - Cocreated?
- Get institutions, companies, associations to recognize Open Badges – Get Learners to value having badges

# Recommendations

Post-its gathered by Emma

## Outreach, Community building

- Next workshop should show actual examples of working badge projects!
- Keep the momentum: live, model and be open. Walk the talk
- Create a group to keep momentum
- Use employer networks: have tech associations, manufacturing associations, etc. develop badges and set competencies/criteria. Schools figure out how and when to award them
- Informal groups or a community of practice to join would be helpful! Thanks for keeping today’s forum open to cross sector.
- Use badging as an opportunity to connect Canadian education to leading industry/institution

## Competency frameworks

- Build a set of competencies and run them through learner/industry/government consultation
- Find all the common ground we can in competencies
- To have meaning, badges should be tied to demonstrated competency
- Adapt European Qualifications Framework for Ontario – (Canada?)

## Interoperability - technology, content

- Use the Credential Transfer Markup Language (CTML) to write about competencies and learning outcomes
- Data continuity: non-commercial system/site (tool won’t break/become obsolete in X years)

## System

- Think about badges as part of a system including teaching/learning, assessment and credentialing. We can't talk about badges (credentials) in isolation.
- Find out/research which piece of the puzzle is the linchpin – employees, PSE, employers – because the system only works if everyone is on board, understanding which sector can drive necessity in the other is critical.

## eCampusOntario as an early adopter

- Establish process and criteria for eCampusOntario issued badges
- eCampus should begin process of “standard setting” for badges so other organizations have some direction to implement

## eCampusOntario as an infrastructure provider

- Marketing and awareness of the eCampus Passport
- Open Ontario Passport for all of PSE
- What we need: Badge Record Store at the provincial level

## eCampusOntario as a sponsor

- Fund Badge Factory and Passport for all colleges and universities

## Pilots, proofs of concept

- Pilot a hiring process that puts badges and informal learning first – what happens?
- Pilot project to translate learning outcomes into CTML

## Task force for next steps

- Continue ongoing iterative discussions supported by a task force consisting of reps from accrediting bodies i.e. CPA, technology providers + HRIS integrations, business + industry reps, skills standards experts/thought-leaders
- We need to hear from consumers – job seekers/students/employers. Focus groups! Let stakeholder consumers define the problem. Move out of the conceptual and theoretical.
- Set-up “Recognize.ca” to build the ecosystem
- Taskforce: Variety of stakeholders in one room
  - Industry regulators
  - Professional certifications
  - Institutions: universities/colleges
  - Learning technology providers
  - Employers (in all industries)
  - Students, candidates/employees

## Further Recommendations

Post-its gathered by Don



## **Task force**

- Representative task force to plan a followup forum that includes:
  - K12 Directors/Superintendants
  - Post-Sec VP's/Provosts
  - Ministry Reps K12/Post-Sec
  - Industry Corp/Nonprofit
  - Technologists from industry
- From first an Ontario base then a Pan-Canadian base – or both?

## **Outreach, Community building**

- A space for continued conversations. That creates a strategy for “spreading the word on badges” to (get) buy-in & interest \* include employers

## **Quality**

- Establish QA mechanisms for enabling confidence in the badges

## **Unknown**

- Creating Identity as a learner
  - Why am I doing this?
  - What does that make me?

# APPENDIX - Event Registration Breakdown

As shared in the Community tab on the website. NB: 88 showed up on the day.

## Post-Secondary

### Colleges

1. Michelle Mouton, Manager, Distance Education. School of Continuing Education, **Durham** College
2. Candace Miller, Program Manager, **Fanshawe** College
3. Sylvia Proano, Health Sciences Operations Manager, **George Brown** College
4. Jacqueline Tan, Senior Operations Manager, Division of Community Services and Health Sciences, **George Brown** College
5. Jan Carter, Manager, Immigrant Education | Manager, Prior Learning Assessment & Recognition (PLAR), **George Brown** College
6. Stella Bastone, Instructional Designer / Professor, **George Brown** College
7. Alissa Bigelow, Instructional Design Technologist, **Georgian** College
8. Theresa Steger, Director, Digital Curriculum, **Humber** College
9. Eileen DeCourcy, Associate Vice President, Teaching & Learning, **Humber** ITAL
10. Kelly O'Neill, Dean, Program Planning, Development and Renewal, **Humber** College
11. Christine Eddy, Manager, Continuing Education, **Loyalist** College
12. Julie Sullivan BA, FCIP, CTDP, Distance Education Development Analyst, **Loyalist** College
13. Paul D. Smith, Consultant, **Loyalist** College
14. Emily Ecker, Manager, Community Access & Engagement, **Mohawk** College
15. Reilly MacDonald, Training Specialist, **Mohawk** College
16. Natalie Shearer, Training Specialist, **Mohawk** College
17. Bryan Ledgerwood, Training Specialist, **Mohawk** College
18. Marla Robinson, Faculty, Program Coordinator, School of Skilled Trades & Apprenticeship, **Mohawk** College
19. Jim Vanderveken, Dean, Centre for Community Partnerships and Experiential Learning, **Mohawk** College
20. Nicole Pereira, Manager, Government Contracts, **Seneca** College
21. Denis Gravelle, Chair, Continuing Education, **Seneca** College of Applied Arts and Technology
22. Rahel Appiagyeyi-David, Professor, **Sheridan** College
23. Leah Jurkovic, Director, Communications and Stakeholder Engagement, **Colleges and Institutes Canada** (previously ACCC)

### Universities

24. Michelle Fach, Director, University of **Guelph**
25. Jon Kruithof, Learning Technologies Analyst, **McMaster** University
26. Nada Savicevic, Instructional Designer, Office of eLearning, **Ryerson** University
27. dan kennedy, Manager, TRSM careers, **Ryerson** University
28. Fangmin Wang, Head, Library Information Technology Services, **Ryerson** University Library & Archives
29. Nelufur Bhasin, MA, Career Consultant, Ted Rogers School of Management, **Ryerson** University
30. Bill Ju, Associate Professor, Teaching Stream, University of **Toronto**
31. Gelareh Keshavarz, Instructional Designer, University of **Toronto**
32. Michael Cassidy, Associate Director, Uof**Toronto** OISE - Continuing and Professional Learning
33. Andrew Chiang, infrastructure Technology Solutions Analyst, University of **Toronto** OISE
34. Sarah Stokes, Special Projects, Planning and Analysis, Office of the Provost, University of Ontario Institute of Technology **UOIT**
35. Max Salman, Vice-President, Graduate Student Association - University of **Waterloo**

36. Ana Kruljevic, E-Learning Specialist, **Western** University
37. Katrina McIntosh, Resource Coordinator, **Western** University
38. Aaron Price, Assistant Professor, **Western** University
39. Luiz Capretz, Assistant Dean e-Learning, **Western** University
40. Gavan Watson, PhD, Associate Director, eLearning, **Western** University
41. Tom Rochefort, Manager, Learning Innovations, Ivey Business School at **Western** University
42. Ruth Martin, Associate Dean, Professor, **Western** University
43. Nick Baker, Director, Office of Open Learning, University of **Windsor**
44. Chris Houser, Dean, Faculty of Science, University of **Windsor**
45. Alice Grgicak-Mannion, Geospatial Learning Specialist, University of **Windsor**
46. Andrew Maxwell, Director of BEST, Associate Professor, **York** University
47. John Ryu, Project Assistant - Digital Badging, BEST Lab - Lassonde School of Engineering, **York** University
48. Rob Finlayson, Mgr. Learning Technologies, **York** University
49. Sheri McKillop, Dean, University of **Fredericton**
50. Roberta (Robin) Sullivan, Online Learning Specialist & Instructional Designer, **State University of New York**, University at Buffalo - Center for Educational Innovation

#### **Technology Service Suppliers**

51. Emily Masching, Academic Relationship Manager, **Riipen**
52. Dana Stephenson, Co-Founder, Chief Connecting Officer, **Riipen** Networks Inc
53. Alexander Craney, Government Relations and Public Affairs Manager, **D2L**
54. Tushar Singh, CEO/Founder, **Minute School**
55. Jan Ståhlberg, Head of Strategic Partnerships, **Labster**
56. Jake Hirsch-Allen, Lynda.com Higher Ed Lead Canada, **Lynda.com**
57. Mark Patterson, Executive Director, **Magnet**
58. Nicholas Palmieri, Growth Manager, **Yardstick**
59. Don Present, President, Learning Agents, **CanCred.ca**

#### **Consultants**

60. Tricia Donovan, Higher Education Consultant, T. Donovan & Associates
61. Peter Wolf, Higher Education, Independent

## **K12**

62. Randy LaBonte, Chief Executive Officer, Canadian eLearning Network (**CANeLearn**)

## ***Non-profit, learner focused***

63. Makhlof Marwan, Project Manager, **SMTE** (?)
64. Prasad Luke Jayasekera, Second Career Counselor (GTA), **YMCA** of Greater Toronto
65. Danielle Lamothe, Director, Education, **CSAE**
66. Martin Picard, Project Manager, **Canadian Council of Professional Fish Harvesters**
67. Kathy Mahinpou, HQ HR Manager, **MSF Canada**
68. Dominique Giguere, Head of Learning Services, **MSF Canada**
69. Arnab Majumdar, Learning Services Officer, **MSF Canada**
70. Bonnie Kennedy, Executive Director, Canadian Association for Prior Learning Assessment(**CAPLA**)
71. Michelle Dittmer, President, **Canadian Gap Year Association**
72. Amanda Payne, Competency Portfolio Coordinator, **Victoria County Community Services**
73. Sharon Ferriss, Director, Marketing, Web & New Media, **CERIC**
74. Kevin Taylor, Registrar & CEO, **College of Respiratory Therapists of Ontario**
75. Jane Macdonald, Board member, **Prince Edward Learning Centre**

76. Serge Ravet, Founder, **Open Recognition Alliance**

#### **Consultants**

77. Tracey Mollins, Adult Education, Freelance

### *Private Sector/Employer-focused*

78. David Suess, Director, Manufacturing Skills Centre, **Canadian Manufacturers & Exporters**
79. Jeff Griffiths, Owner, **Griffiths Sheppard** Consulting Group Inc.
80. Lauren Hunter, Chief Architect, Talent Cloud, **Treasury Board Secretariat**
81. Valerie Thomas, Lead, Talent Mobility and Credentials / Talent Cloud, **Treasury Board Secretariat**
82. Rosita Kwok, Lead, Stakeholder Relations, **Treasury Board Secretariat**
83. Gray O'Byrne, Lead, Platform Design, **Treasury Board Secretariat**
84. Maria Keller, Learning Specialist - Transaction Advisory Services, **EY**
85. Kathy Smart, ASPIRE Project Leader, **Toronto Financial Services Alliance**
86. Jeremy Pearce, Snr. Manager: Learning Innovation, **RBC**
87. Jaye Fisher, Sr Mgr Learning, **RBC**
88. Alan Bostakian, Senior Consultant, **Great Place To Work Institute**
89. Kelly Murray, Vice President, Education & Professional Development, **SCMAO**
90. Nancy Tran, Membership Coordinator, **SCMAO**
91. Steven Nagy, IT Systems Program Manager, **SCMAO**
92. Simona Zar, Research and Policy Analyst, **SCMA**
93. Laila Mourad, Certification Coordinator, **Institute for Performance and Learning**
94. Isabelle Duchaine, Manager, **Business/Higher Education Roundtable**
95. Gina Van Dalen, Executive Director, **Information Technology Association of Canada**

#### **Consultants**

96. Lisa Lin, Human Resources Consultant, HR Consulting

### *Students/Unemployed*

97. Stephanie Bertolo, Associate Vice President - Municipal Affairs, **McMaster Students Union**
98. Mini Makhija, Design Consultant, Student
99. Sam Stewart - MChem, PhD, CertRP, Actively seeking employment in Ontario

### *Public Sector (learner focused)*

100. David Bartucci, Director, Partnerships and Implementation, MAESD
101. Elyse Watkins, Senior Researcher, Higher Education Quality Council of Ontario (HEQCO)
102. Danielle Lenarcic Biss, Researcher, Higher Education Quality Council of Ontario (HEQCO)
103. Jackie Pichette, Manager, Centre for Learning Outcomes Assessment, Higher Education Quality Council of Ontario (HEQCO)
104. Rachel Ryerson, Manager, Policy and Skills Unit, Ministry of Education
105. Laurie Hazzard, Education Officer, Technology Enabled Learning Ontario, Ministry of Education
106. Tony Calarco, Provincial Lead - Technology Enabled Learning in Ontario, TELO, Ministry of Education
107. Joni Sharkey, Learning Technologies Training and Support Specialist, Contact North
108. Kim Bergeron, Stakeholder Engagement and Communications Advisor, Office of the Fairness Commissioner
109. Grant Jameson, Fairness Commissioner, Office of the Fairness Commissioner
110. Ainsley Hunt, Manager, Adult Programs, Advanced Education, Department of Education, Government of Nunavut

#### **eCampusOntario**

111. Jonathan MacKenzie, Policy Consultant, eCampusOntario
112. Jenni Hayman, Program Manager, eCampusOntario
113. Ray Dela Cruz, Designer, eCampusOntario
114. Julia Martineau, Social Media Strategist, eCampusOntario
115. Taryn Welch, MarCom Coordinator, eCampusOntario
116. Peter Gacuk, Educational Technologies Manager, eCampusOntario
117. Valerie Lopes, Professor, Seneca College; Project Lead, Ontario Extend, eCampusOntario, Seneca College/eCampusOntario
118. David Porter, Chief Executive Officer, eCampusOntario
119. Joanne Kehoe, Program Manager, eCampusOntario
120. Dean Lloyd, Manager, Marketing & Communications, eCampusOntario
121. Arghavan Shareghi, Business Systems Analyst, eCampusOntario