

e-Cooperative Education - Resource Manual -

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INTRODUCTION

Ontario Secondary Schools (OSS), Grades 9 to 12 1999 emphasizes the importance of career exploration opportunities in the community for all students and requires that all school boards offer cooperative education programs and work experience to any interested students. In addition, it states that “in communities where local work-based opportunities are limited, school boards should develop and implement strategies to make use of available technologies such as the Internet, e-mail and audio- and video-conferencing to increase students’ access to relevant workplace experiences”.

Cooperative Education and Other Forms of Experiential Learning, 2000 describes Virtual Work Experience as a way of “allowing students, including students who receive a special education program or services and students in rural areas, to take advantage of a greater variety of experiences than those available in the local economy”.

In order to research how a virtual cooperative education program might work for all parties in the program—student, employer and teacher—the Ministry of Education, as part of the Virtual Cooperative Education Pilot Project, contracted five secondary schools to develop and implement a program for Semester 1 2002-2003 and report back on their findings.

The Virtual Cooperative Education Pilot Project (VCEPP) was a joint initiative of the Secondary School Policy and Programs Branch – SSPPB (responsible for secondary school reform) and the Ontario Knowledge Network for Learning – OKNL (currently involved in developing innovative strategies and criteria for the integration of Information Communications Technology into the learning/teaching process). There were three components to the pilot: consultation with internal and external stakeholders, pilot models of Virtual Cooperative Education (April 2002 to January 2003) and a research component. Issues that were to be considered were communication, training, document security, working hours and building on-line communications.

Upon completion of the pilot, members from each of the participating schools felt that what they had learned would be valuable to share with other cooperative education programs to assist them in thinking about e-work and e-Cooperative Education. Although each school had unique experiences throughout the pilot, a vast majority of their discoveries had common threads. Information provided in this resource is a joining of both the common and unique experiences from the pilot sites.

For the pilot, Virtual Cooperative Education was defined as:

“VCEPP is a way of working using information and communication technologies within which work is carried out independent of location. Virtual co-op is not a job, but a method of working.”

This definition was the framework within which cooperative education teachers worked. Other ways to look at the concept of e-work and thus e-Cooperative Education include the following:

“The definition of e-work is any activity that involves the process of information and its delivery via a telecommunication link.”

http://eur-op.eu.int/flash/nfarch/200211_en.htm

OR

“e-Work is the capacity to undertake any business function independent of location using modern communications and information technologies.”

<http://www.ework.ie>

When educators investigate implementing e-Cooperative Education within their school, it is imperative that they recognize that e-Cooperative Education must meet guidelines outlined in “Cooperative Education and Other Forms of Experiential Learning, Policies and Procedures for Ontario Schools, 2000.”

Educators do not need to reinvent the wheel when they place a cooperative education student in an e-placement. At times, the method in which policy requirements are met may differ from a traditional cooperative education placement, for example the requirement to assess the placement, and examples of how the pilot sites dealt with these differences will be addressed throughout the resource manual.

e-Cooperative Education is another way of delivering a cooperative education placement. Some suggestions on how you might bring e-Cooperative Education into your school are:

- ➤ Using a 100% on-line pre-placement.
- ➤ Using a combination of on-line and teacher directed pedagogy during pre-placement.
- ➤ Offering a full e-placement component.
- ➤ Offering a combined placement component – part e-placement and part on-site placement.

PROGRAM ADMINISTRATION

a) Course Calendar Description

When approaching the issue of a course calendar description, e-Cooperative Education can fall within the cooperative education description. It is suggested that schools elaborate on the definition of e-Cooperative Education within their course calendars. Elaborating on the nature of e-work is beneficial when students are deciding which mode of cooperative education appeals most to them.

Any of the following definitions will be beneficial to illustrate the concept of e-Cooperative Education:

“e-Cooperative Education is a way of working using information and communication technologies in which work is carried out independent of location. e-Cooperative Education is not a job, but a method of working.”

“The definition of e-work is any activity that involves the process of information and its delivery via a telecommunication link.”

“e-Work is the capacity to undertake any business function independent of location using modern communications and information technologies.”

Here is an example of an e-Cooperative Education course calendar description:

“e-Cooperative Education –Students may earn 1 to 2 credits that must be linked to a subject already completed, or being taken concurrently. Placement hours are completed by making a connection to an outside employer and carrying out tasks through e-work (on-line). Individuals who choose this mode of cooperative education delivery need to be highly motivated, show initiative, be organized, creative and self-directed. ”

b) Program Promotion Material

Here are some suggestions on ways to promote the idea of e-Cooperative Education with students and employers:

- • Ask students to prepare an outline/profile of what they wish to have their e-placement ‘look like’. These will be used when approaching potential employers.
- • Highlight the benefits of an e-placement to employers:
 - ○ Use the idea that the student does not have to be physically in the employer’s place of work, thereby allowing an

- ○ employer more flexibility when communicating with a student and creating tasks for the student to complete.
 - ○ By having an e-Cooperative Education student, an employer will be given the opportunity to complete tasks that they ordinarily would not have the time to complete.
 - ○ Creating a workstation for an e-Cooperative Education student is not an issue as they work from a school-based workstation.
 - ○ Physically challenged students are able to work from school thus eliminating the need for physical accommodations at the workplace.
- • Newspaper articles talking about the e-Cooperative Education model of cooperative education. This is beneficial the first time that a school offers e-Cooperative Education. The concept can be explained and an employer's curiosity can be peaked. (*Please refer to Resource CD for examples*).
- • Approach a local cable station to provide coverage of e-Cooperative Education in their community.

c) Student Selection Criteria

A student participating in e-Cooperative Education requires certain skills and personal qualities.

It is more likely that a student will be successful in an e-Cooperative Education placement if he/she possesses some, or all, of the following specific skills:

- • Computer literate
- • A problem solver
- • A critical thinker
- • Self-motivated
- • Self-directed
- • An independent worker
- • Able to manage their time
- • Organized
- • Able to multitask
- • Flexible – with a willingness to learn
- • Creative
- • Responsible
- • Honest
- • An effective communicator
- • Able to exhibit a genuine interest in their work area

How to identify a potential e-Cooperative Education student:

- • Student seeking a 1 or 2 credit co-op option because of a time or timetabling crunch.
- • Students with special needs who will benefit from an e-placement.**
- • Students with an interest or experience in a specific work area that an e-Cooperative Education employer is looking to fill.

Upon the completion of the pilot some schools had a high level of success in placing special needs students in an e-placement, however others have felt that this may not be the best model for identified students. This needs to be assessed and evaluated on a case-by-case basis.

d) Technology Issues

This is what needs to be considered when creating an e-placement opportunity:

- • IT/Technical support available within your Board. Work within this framework of technical support.
- • Costs involved with a specific e-placement. You do not want to pair up a student with an employer and later discover that there is too large a cost involved in setting up the necessary equipment.
- • School-based, e-Cooperative Education designated workstations. Ensure that the computers within your school are able to handle the hardware and software required for the placement.
- • Availability of equipment from employers. During the pilot a number of employers temporarily loaned software and equipment so that the students were able to complete the placement – these arrangements need to ironed out ahead of time.
- • A code of behaviour in place for students when they are working on the Internet. Spend time with students going over how to be safe on the Internet.

e) Setting up e-Cooperative Education

Some suggestions that you might consider:

- Attempt to schedule e-Cooperative Education students throughout the day so that you can accommodate them at your computer workstations.
- Pilot teachers suggest limiting the number of e-Cooperative Education students to up to 10% of your total cooperative education students. This will allow you to balance your time between the demands of co-op students working from school and those out in the workplace.
- Due to the fact that e-Cooperative Education students do their placement component from a workstation in the school there is a tendency for these students to expect their cooperative education teacher to handle questions

that should be directed toward their supervisor. Clarifying with the students the role of their supervisor versus the role of their cooperative education teacher is therefore of primary importance.

- Educate students on the steps necessary to follow when problem solving. In doing this, it is anticipated that students are able to explore other options prior to contacting their cooperative education teacher looking for an answer to their problems. This may diminish the possibility for on-going, increased contact with e-Cooperative Education students.

f) *Flexible Student Timetabling*

Definition of the models of e-placements:

100% e-placement – students will not go to an actual workplace. All communication with their employer is done electronically. Work is completed via e-work and tasks assigned to them are usually done at an e-Cooperative Education workstation.

Mixed placement – students will spend part of their time in an actual workplace, the remainder of their time is spent completing e-work tasks assigned to them by their employer. Communication is done both in person and electronically. In most cases, e-work is completed at an e-Cooperative Education workstation.

***Throughout the pilot it was recommended that students complete their e-work from school-based workstations, rather from home. Completing e-work at a home-based workstation is only recommended in extenuating circumstances. ***

Continuous intake of Students – completing the pre-placement on-line allows for the continuous intake of students throughout the semester. Students are able to complete the pre-placement on their own time no matter when they register for co-op.

Examples of Flexible Student Timetabling

STUDENT A – Chippewa Secondary School

- Special needs student.
- One period co-op, afternoon. All the student could handle was one period of co-op.
- Placement was with the Near North District Board Library Services.
- Chippewa's afternoon schedule rotates between day one and two. Having an afternoon placement that rotated allowed the student to better serve the three schools they dealt with, because there were only certain times in the afternoon that they were able to access the server for each of the schools.

STUDENT B – Chippewa Secondary School

- Independent worker with health problems.
- Two period co-op, morning.
- Placement was in translation.

- Health problems, mainly a sleeping disorder. e-Co-op allowed the student to work from home thereby fitting their erratic schedule. Has difficulty following a regular schedule.

STUDENT C – Dryden High School

- OAC student.
- Two period co-op, first and last period of the day.
- Placement was as an IT Department Help Desk Assistant.
- Had OAC credits to complete for graduation. Only had two openings in their schedule first period and last period of the day. The student was able to schedule co-op in these two staggered openings.

STUDENT D – Dryden High School

- Grade 12 French Immersion student.
- Two period co-op, afternoon, periods three and four.
- Placement was with High School French Immersion teacher.
- Teacher supervisor had a prep during period three, therefore the student was able to work at an e-placement for period three and in the classroom with the teacher period four.

STUDENT E – Lambton Central Collegiate and Vocational Institute

- Student who did not have access to transportation.
- Two period co-op, afternoon.
- Completed graphic design work for the Sarnia Lambton Training Board. Assignments were given electronically and completed at a school-based e-Cooperative Education workstation.
- This type of co-op delivery met the student's needs because of a lack of transportation; the student would have otherwise been unable to be placed.

STUDENT F – Robert F. Hall Catholic Secondary School

- Single mother.
- Two period co-op.
- Placement was with Theatre Orangeville.
- Employer had very little space to accommodate the student. e-Cooperative Education met the employer's needs as they were able to assign the student tasks to be completed from home. The e-placement met the student's needs as she was able to achieve her credits while working from home and caring for her child.

Examples of students who completed e-Cooperative Education credits:

| Name of School | Description of Placement | Number of Credits | Model of Delivery |
|---|---|-------------------|--|
| Chippewa Secondary School North Bay, ON | Translating documents from English to French. | 2 | 100% e-placement. Student worked entirely from home. Communication with her supervisor and cooperative education teacher was all done electronically. Assignments instructions and feedback were given on-line. |
| Dryden High School Dryden, ON | Retail Salesperson / Fashion Design | 2 | Mixed placement. Student was at an on-site placement for 3 days of the week, 2 days at her school based e-Cooperative Education workstation. At her placement she worked in fashion retail. For her e-placement she worked on designing and manufacturing clothing, researching fashion trends/history and small business operation. |
| École secondaire L'Escale Rockland, ON | Web Design | 2 | 100% e-placement. Completed a web page for an elementary school within his School Board. Work was completed at a school-based e-Cooperative Education workstation. Communication with his employer was completed electronically. |
| Lambton Central Collegiate and Vocational Institute Petrolia, ON | Graphic Design and Presentations | 2 | Mixed placement. Worked with an employer to set-up timelines for tasks that needed to be accomplished. Completed these tasks at a school-based workstation and forwarded completed documents electronically. |
| Robert F. Hall Catholic Secondary School Caledon East, ON | Research and compilation of data. | 1 | 100% e-placement. Student was sent, electronically, large files for upcoming trials at the Ontario Court of Appeals. He then read through these documents and collated the information as per his supervisor's instructions. |

Please note that when a student completes a mixed placement, the goal is that the work being done at an on-site placement is complemented and heightened by the work done off-site.

Flexible Students Timetabling at Robert F. Hall

| | |
|-----------------------|------------------|
| Period 1 (NGC 4OV-01) | Students 1, 2 |
| Period 2 (NGC 4OV-02) | Students 3, 4, 5 |
| Period 3 (NGC 4OV-03) | Students 6.7 |
| Period 4 (NGC 4OV-04) | Students 8.9 |

Period 5 (NGC 4OV-05)

Student 10

Five classes of NGC 4OV were created for the day. Students could then take e-Cooperative Education during any period of the day.

For example, if student one had a spare period one, then they were put in a period one e-Cooperative Education. Another student may have had Calculus period one but a spare period two. That student would be put in a period two e-Cooperative Education class.

g) Integrity of the e-Cooperative Education Credit

“Credit is awarded for the successful completion of a cooperative education course based on any credit course outlined in a curriculum policy document or on a ministry-approved locally developed course, in accordance with the policy stated in OSS, section 6.1 and 6.2.2.1 and in The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000.”

(3.2.2 The Awarding of Credit - Cooperative Education and Other Forms of Experiential Learning, Policies and Procedures for Ontario Secondary Schools, 2000, pg. 30)

It is important when establishing an e-Cooperative Education program to ensure that all policy requirements including the development of the Personalized Placement Learning Plan, student monitoring (assessment and evaluation) and the per credit hour requirements are met.

Establishing the number of hours required to complete individual assigned tasks should be the job of the employer in consultation with the teacher and student. The hour requirements for individual tasks will form the basis on which the total number of hours completed will be calculated. Timelines for individual assignments can be modified and adjusted as needed.

Validation of e-Cooperative Education hours will be covered in more detail in the section titled Tracking of Student Hours and Work.

e-LEARNING CLASSROOM (PRE-PLACEMENT) COMPONENT

“Prior to their placements, all cooperative education students must demonstrate an understanding of the pre-placement orientation expectations, as well as of the related expectations in the compulsory Grade 10 Career Studies course. Pre-placement orientation must be scheduled for a minimum of 15 to 20 hours.”

(2.3.1 Pre-placement Orientation - *Cooperative Education and Other Forms of Experiential Learning, Policies and Procedures for Ontario Secondary Schools, 2000, pg. 15*)

a) Resources Developed

A number of the pilot schools not only offered the option of completing an e-placement, but they also offered an e-learning classroom (pre-placement) option. The website that students worked their way through was:

<http://workjourney.dpcdsb.org>.

This took students step-by-step through the pre-placement.

b) Student Scheduling

There are a number of options when delivering an on-line pre-placement.

1. 100% in-class delivery of the pre-placement.

The pre-placement is entirely teacher directed.

Advantages

- • Interaction between teacher and students. Easy to answer questions and troubleshoot throughout.

Disadvantages

- • Does not allow for continuous intake. Difficult for students to play catch-up.

2. 50% in-class delivery and 50% on-line pre-placement.

The pre-placement is a mixture of teacher directed as well as on-line.

Advantages

- • Access to a teacher when questions need to be answered and for clarification.
- • Easier to touch base with students when there is a mix.
- • Easier tracking of assignments and student progress.
- • Helps prepare student for e-work placement component.

Disadvantages

- • Does not as easily allow for continuous intake.
- • Ensuring that there are sufficient computer workstations to accommodate all students.

3. **100% on-line pre-placement.**

The pre-placement is completed entirely on-line.

Advantages

- • Suits the learning style of some students as they are able to work where and when they want.
- • Students are able to set personal work schedules. Can work from home if they are behind.
- • Students develop a sense of responsibility for completing their pre-placement.
- • Able to learn at their own pace.
- • Able to review difficult material as many times as necessary.
- • Frees up the teacher to work on placement contacts for the students.
- • Allows for continuous intake of late registrants.
- • Allows flexibility so that students can be accommodated regardless of their credit packages and timetable configurations.
- • Helps prepare students for e-work placement component.

Disadvantages

- • Delay in responding to student questions as they are submitted electronically via email.
- • Technological difficulties.
- • Ensuring that there are sufficient computer workstations to accommodate all students.
- • Students having reading difficulties may need extra support.

c) *Integration*

“The integration portion of the classroom component of a cooperative education course involves sessions with students that are held at various times throughout the course and following the placement and it is designed to provide the students with the opportunity to... relate, reflect and reinforce...Reflective discussion is one technique that can be used in integration session to encourage students to analyse, compare and contrast their placement experiences.”

(2.3.2 Integration - Cooperative Education and Other Forms of Experiential Learning, Policies and Procedures for Ontario Secondary Schools, 2000, pgs. 19-20)

Pilot schools included their e-Cooperative Education students in their regularly scheduled integration classes. They found that this gave all their cooperative education students a chance to “analyze, compare and contrast their placement experiences” as described in the Cooperative Education Policy Document. Similar assignments were used for both groups.

d) Assessment and Evaluation

“The assignments that students complete in pre-placement orientation and as part of their “integration” activities to link their placement tasks to the curriculum expectations should be assessed and evaluated. Students should also be assessed and evaluated on the compulsory independent study projects they complete. Students’ portfolios, tests, examinations, assignments and demonstrations can be used to assess and evaluate student achievement. Opportunities for self- and peer assessment should also be provided.”

(2.5.1. Classroom Learning Assessment and Evaluation - *Cooperative Education and Other Forms of Experiential Learning, Policies and Procedures for Ontario Secondary Schools, 2000, pg. 25*).

Tools that are used to assess and evaluate a traditional mode of cooperative education delivery can be applied to an e-Cooperative Education student. As with a traditional co-op student, you must ensure that an e-Cooperative Education student’s learning skills are being assessed, evaluated and reported separately.

e-PLACEMENT

a) Suggestions for e-Cooperative Education Work Environments

When setting out to find employers, cooperative education teachers need to be aware that there are certain work environments which are naturally suited to an e-placement.

The areas which the pilot discovered to be conducive to e-placements were:

- • Web page design and maintenance
- • Translation
- • Graphic design
- • School classrooms – preparation of lessons and activities, creation of resources for the teacher.
- • Market research and collating information
- • Data entry and management
- • Team placements – whereby two people can share a placement. For example when it comes to web page design, one student can be responsible for the collection of data and the other for the creation of the web page.
- • Video production
- • Architectural drafting
- • IT Help Desk support
- • Journalism

Have the students create an outline of what they want to accomplish in an e-placement and then point them in the direction of researching potential employers that will match their area of interest and the goals that they have set out to achieve.

Students can carry out research within their community and via the internet. They can do the initial research and then the cooperative education teacher can follow-up to establish the placement.

Advantages of an e-placement for an employer:

- • Students can work from a school based e-Cooperative Education workstation. This will accommodate employers who do not physically have room for an extra person in their place of work.
- • Connections can be made over a long distance.
- • Learning can occur without constant supervision.
- • Student develops another way of learning.
- • More flexibility when assigning work or tasks.
- • Placements can be shared between two students – thereby increasing the opportunities for the employer to have work completed.
- • Employer can communicate at a time that is convenient for them.

Once the match has been made with an employer and a student, it is important to discuss, with the employer, the concept of e-Cooperative Education to determine how hours will be tracked and how the student will be monitored.

b) Role of Outside Resources

Other links to potential employers for e-Cooperative Education are:

- • Industry Education Councils
- • Learning Partnership Groups – www.olpg.on.ca
- • Parent Councils
- • Teaching staff within each school
- • www.edu.gov.on.ca/eng/general/elemsec/job/passport/contact.html

This site will link you to all of the Passport to Prosperity partners, along with other outside resources.

When a cooperative education department embarks on the e-Cooperative Education model of delivery, inform these partners and ask them to spread the word that your school is seeking employers for e-placements.

c) Placement Assessment

“All school boards must establish procedures for finding and assessing potential placements. The cooperative education teachers must conduct an assessment of each placement, including placements at businesses or institutions owned or operated by students’ families...”

(2.4.1.1 Placement Assessment Criteria - *Cooperative Education and Other Forms of Experiential Learning, Policies and Procedures for Ontario Secondary Schools, 2000, pg. 20*)

e-Placements, like all cooperative education placements, must be assessed following the criteria outlined in section 2.4.1.1 of the policy document. An additional precaution for a long-distance employer would be to do a further check through the Better Business Bureau.

WSIB coverage is not required for a student who is doing a 100% e-placement from school. The school would be their physical work-site and any injuries at school are covered through your School Board's policy.

Students, who have a mixed placement, partially on-site and partially through e-work from the school, must complete a Work Education Agreement (WEA) Form for the on-site portion of their placement as per Policy and Program Memorandum 76A.

When a student is working for an employer from home, the home is considered the worksite and a WEA form must be completed.

d) Developing the PPLP

"The personalized placement learning plan outlines the course of study for the placement component and the basis for assessment and evaluation and for the granting of one or more credits in the specific subject area."

(2.4.2 Personalized Placement Learning Plans - Cooperative Education and Other Forms of Experiential Learning, Policies and Procedures for Ontario Secondary Schools, 2000, pg. 22)

Developing the PPLP for an e-Cooperative Education student is the same as that of a traditional cooperative education student. To encourage students to become more involved in the development of their PPLP, some pilot sites made use of an on-line PPLP builder created by Clinton Bruetsch, Dryden High School.

e) Assessment and Evaluation

"The primary purposes of placement learning assessment are to advocate for and ensure appropriate student learning at the placement, to monitor the student's progress and to ensure the student's safety at the placement. To ensure appropriate placement supervision, the teacher should clarify with the student's supervisor his or her role in the student's learning."

"Students learning at the placement must be assessed by a qualified teacher a minimum of three times per 110 hours of a cooperative education course. At least two of the three assessments must be made through direct personal contact. Other means of assessment – such as telephone conversations, written communications, e-mails, teleconferencing or videoconferencing (eg: between the teacher and supervisor) – may also be used."

"The assessment of cooperative education students in semestered schools must incorporate at least two performance appraisals written by the supervisor. In non-semestered schools, there must be three written performance appraisals."

(2.5.2 Placement Learning Assessment (Monitoring) and Evaluation - Cooperative Education and Other Forms of Experiential Learning, Policies and Procedures for Ontario Secondary Schools, 2000, pg. 25)

Monitoring visits were carried out through a combination of e-mail and personal visits, where feasible. Teachers had multiple opportunities to assess the students' work through frequent contact, both formal and informal, at school. Co-op teachers were also copied on e-mails between the student and their supervisor and therefore had access to work the student was completing and the feedback on that work from their supervisor.

Safety concerns around on-line communication between the student and the employer need to be addressed. We recommend that:

- ▪ The cooperative education teacher be copied on all communication between the employer and the student.
- ▪ Cooperative education teachers use their Board email account and not a personal email account when corresponding with employers and students.

These measures ensure the safety of all parties.

Written performance appraisals from employers were submitted by e-mail, fax or by letter.

f) Tracking of Student Hours and Work

"A cooperative education course, including both the classroom component and the placement component, must be scheduled for at least the same number of hours as required for any one of its related courses (for a minimum of 110 hours) and for at most twice the number of hours required for each related course."

(3.2.1 Number of Hours Required for Cooperative Education Courses - Cooperative Education and Other Forms of Experiential Learning, Policies and Procedures for Ontario Secondary Schools, 2000, pg. 29)

Hours in e-placements are tracked the same as with a traditional cooperative education placement. Weekly reports are completed and signed by an employer. The only difference for an e-Cooperative Education student is that when submitting their weekly report this is done electronically, via email.

Some suggestion for tracking student hours and work:

- - Throughout the placement always keep in mind to use your professional judgment while maintaining program standards. How hours will be tracked is critical to have in place from the onset to ensure that students are working at completing a valid credit. Communication is the key to tracking hours.
 - Throughout the pilot the best scenario to track and monitor hours was a school-based designated workstation. A home-based workstation is not the best set-up and only recommended in extenuating circumstances.

- Prior to students heading out to placement, create a system that will track hours. Whether it be that hours are tracked based on the number of hours required to complete each project, or students actually sign in and out at their school-based designated workstation.
- There is not a set way of tracking hours for an e-placement. It will vary with each student and each placement. A good starting point is to discuss and establish with an employer how they feel hours should be monitored and the time they feel is involved with each task that they assign their student.
- Encourage students to complete their weekly reports electronically between student – employer - teacher. This encourages an employer to comment on the time their student is putting into each project. *(Please refer to Resource CD for an excel worksheet used by Lambton Central Collegiate and Vocational Institute to track hours.)*
- Use your professional judgment to monitor time being put into projects. Time spent in front of a computer is not necessarily 'valid' cooperative education hours. Factors that need to be considered are time involved to complete the project/task and the quality of the project. Work completed must be the equivalent to 110-120 hours/credit.

g) Internet Safety Issues

Here are some suggestions on how to promote internet safety:

- Have all students sign an internet use agreement form. *(Please refer to Resource CD for examples.)*
- Spend time teaching students how to be safe on the internet.
- Teachers should always use their Board email account when corresponding with employers and students. Do not use a personal email account!!
- Always receive a copy of correspondence between employers and students.
- Always maintain a paper trail of correspondence sent.

h) Overall Assessment – Advantages and Disadvantages

100% e-PLACEMENT

Advantages

- • No transportation time.
- • One credit co-op – meets flexible timetabling needs.
- • Access to employers outside of a community.
- • Independence for students.
- • Preparing students for the changing face of the world of work.

Disadvantages

- • Limited personal contact with employer and staff.

- • Not suitable for all placement areas (ie: construction)
- • Not involved in the everyday goings on in a place of work.
- • Electronic communication delays and interpretation difficulties.

MIXED PLACEMENT

Advantages

- • Balances on-site with e-work components.
- • Set contact with an employer.
- • Getting hands-on and theoretical experience.
- • Can set schedule that meets their needs (employer & student).
- • Social interaction.

Disadvantages

- • Transportation difficulties.
 - • Balancing on-site with e-work, can be a struggle.
 - • Clarification of roles when student is working at school-based workstation. Who is responsible? Teacher? Employer?
-

Student Profiles

STUDENT #1



SCHOOL: Chippewa Secondary School

MODEL of e-CO-OP: 100% e-Placement

DESCRIPTION OF PLACEMENT:

Translation – tasks involved translating English documents, most of which were co-op related, into French. She also used some minor formatting on a few of the translated documents. All communication between her and her supervisor was done electronically via email.

HOW e-CO-OP MET HER NEEDS:

This student was more of an independent worker, therefore enjoyed the autonomy of an e-placement. e-Co-op allowed her to work from home thereby fitting her erratic schedule.

WORDS OF WISDOM FOR FUTURE e-CO-OP STUDENTS:

“Don’t do e-co-op because you think it will be easy and undemanding – it won’t. Be prepared to show lots of responsibility and discipline. Make sure you have access to a computer of your own. Try to talk to your supervisor on a face-to-face basis as often as you can.”

STUDENT #2



SCHOOL: Dryden High School

MODEL of e-CO-OP: Mixed Placement

- 3 days at on-site placement
- 2 days at school-based, e-Co-op workstation

DESCRIPTION OF PLACEMENT:

Retail Salesperson / Fashion Design –

On-site – Carried out basic store operation tasks; use of cash register, pricing, sizing and merchandising clothing, store clean-up.

e-Placement – Gathered information on different aspects of the world of fashion, designed and produced clothing.

HOW e-CO-OP MET HER NEEDS:

Allowed her the ability to work at your own pace and have a wider variety of information available. She was able to have the best of both worlds – balancing an on-site placement which was enhanced with her e-Co-op placement.

WORDS OF WISDOM FOR FUTURE e-CO-OP STUDENTS:

“Make sure it’s what you really want to do. If you want a complete hands-on experience in running something, then it’s not always the best choice for you.”

STUDENT #3



SCHOOL: École Secondaire L'Escale

MODEL of e-CO-OP: 100% e-Placement

DESCRIPTION OF PLACEMENT:

Web Page Design - He prepared a website for an elementary school within his school board. All communication between him and his supervisor was done electronically. Work was completed at a school-based e-Cooperative Education workstation.

HOW e-CO-OP MET HIS NEEDS:

No transportation time necessary as he was able to work from school.

WORDS OF WISDOM FOR FUTURE e-CO-OP STUDENTS:

"Find a placement that you will enjoy so that you can stay motivated to complete it."

STUDENT #4



SCHOOL: Lambton Central Collegiate and Vocational Institute

MODEL of e-CO-OP: 100% e-Placement

DESCRIPTION OF PLACEMENT:

Graphic Design – Creation of informational and promotional materials for the Sarnia Lambton Training Board.

HOW e-CO-OP MET HIS NEEDS:

He did not have access to transportation, therefore this placement would not have been feasible without the option of completing it via e-Cooperative Education. He completed his 2 credits from his school-based workstation.

WORDS OF WISDOM FOR FUTURE e-CO-OP STUDENTS:

“A good experience and would recommend to future students.”

-

STUDENT #5



SCHOOL: Robert F. Hall Catholic Secondary School

MODEL of e-CO-OP: 100% e-Placement

DESCRIPTION OF PLACEMENT:

Tourism – Theatre Orangeville. Janice created data bases for the theatre, researched bus tour companies, created tour packages, compiled mailing lists and investigated web sites for competing theatre.

HOW e-CO-OP MET HER NEEDS:

Employer had very little space to accommodate Janice. e-Cooperative Education met the employer's needs as they were able to assign tasks to Janice and she worked on them from home. e-Cooperative Education allowed her to continue her high school education and it gave her the flexibility to be at home with her new baby. She would not have been in school had it not been for e-Cooperative Education.

WORDS OF WISDOM FOR FUTURE e-CO-OP STUDENTS:

"I have gained many employability skills through e-Co-op. I have improved my communication skills, I know how to communicate effectively through e-mail and the internet. With having timelines for the projects that I had to complete, my time management skills improved greatly. My organizational and research skills have also improved"

Resources Developed

The Resource CD has been created as a support tool to be used when you are implementing e-Cooperative Education. These resources have been pulled together from a variety of co-op educators.

The CD includes the e-Cooperative Education Resource Manual, along with electronic copies of the resources that are included within this document. There are other documents on the Resource CD that are not within the Resource Manual. One is a tracking sheet done in Excel for the on-going calculation of cooperative education hours. The second document is an Internet User Agreement Form. Newspaper articles which address the idea of e-work, along with coverage of the pilot project are also included.

Please note that on a number of the documents the title "Virtual Co-Op" is used. Upon completion of the pilot, the name "Virtual Co-Op" was changed to "e-Cooperative Education", please note these changes on any documents or materials you use.

e-COOPERATIVE EDUCATION
Lap Top Computer Agreement and Release Form



Parent/Guardian Agreement

As the parent or guardian of a student who is participating in the e-Cooperative Education program, I have read and understand the following:

1. 1. The e-Cooperative Education program may require that my son or daughter sign-out a lap top computer to fulfill the requirements of their e-work tasks.
2. 2. My son or daughter will be expected to care for the lap top and be the sole operator of the said lap top when it is in their possession.
3. 3. The lap top is to be used solely for the purpose of working e-Cooperative Education related projects, and not for personal use.
4. 4. My son or daughter is not to change any of the software or settings on the lap top or install any additional software.
5. 5. My son or daughter is aware of their responsibility when signing out the lap top and have agreed to the conditions involved when signing it out.

Having read and understood the above, I agree to reimburse **Keewatin-Patricia District School Board up to \$2400.00**** for any damages to the e-Cooperative Education program lap-top computer and any equipment that is issued with it.

Reimbursement will be based on damages which are incurred from misuse of lap top computers. Reimbursement will be determined upon inspection by the IT Department, Keewatin-Patricia District School Board.

OR

No, I do not agree to the following terms, and I do not wish to allow my son or daughter, _____, to sign out an e-Cooperative Education program lap-top computer.

Signature: _____ Date: _____

e-COOPERATIVE EDUCATION
Digital Camera Agreement and Release Form



Student Agreement

As an e-Cooperative Education student I will comply with the following when signing out a digital camera:

1. 1. I accept full responsibility for the digital camera while it is in my possession.
2. 2. I am aware that the digital camera will be inspected by a Co-Op Educator prior to my signing it out, and again upon its return. I accept full responsibility for any damages/discrepancies that are noted upon the digital camera's return.
3. 3. I will be the sole operator of the digital camera when it is in my possession.
4. 4. I will use the e-Cooperative Education digital camera solely for the purpose of co-op related projects and assignments.
5. 5. I will not lend out the digital camera to other individuals.
6. 6. I will not tamper with any of the settings or other features of the digital camera.
7. 7. I will handle the digital camera in a manner which is a reflection of its monetary value. When the digital camera is in my possession I will take all measures necessary to ensure its proper care.

Signature: _____ Date: _____

e-COOPERATIVE EDUCATION
Lap Top Computer Sign-Out Tracking Form



NAME OF STUDENT: _____

DATE LAP TOP SIGNED OUT: _____

DATE LAP TOP RETURNED: _____

| CHECKLIST OF ITEMS At Sign Out | CHECKLIST OF ITEMS Upon Return |
|--|--|
| LapTop #3838890709 (green) <ul style="list-style-type: none"> <input type="checkbox"/> AC adapter connection <input type="checkbox"/> Plug-in cord <input type="checkbox"/> Velcro side bar <input type="checkbox"/> System information guide <input type="checkbox"/> Mouse <input type="checkbox"/> Network cable <input type="checkbox"/> Battery pack <input type="checkbox"/> A: drive <input type="checkbox"/> CD-rom drive <input type="checkbox"/> Floppy drive parallel port <input type="checkbox"/> Internet connection cable <input type="checkbox"/> Ethernet cable | LapTop #3838890709 (green) <ul style="list-style-type: none"> <input type="checkbox"/> AC adapter connection <input type="checkbox"/> Plug-in cord <input type="checkbox"/> Velcro side bar <input type="checkbox"/> System information guide <input type="checkbox"/> Mouse <input type="checkbox"/> Network cable <input type="checkbox"/> Battery pack <input type="checkbox"/> A: drive <input type="checkbox"/> CD-rom drive <input type="checkbox"/> Floppy drive parallel port <input type="checkbox"/> Internet connection cable <input type="checkbox"/> Ethernet cable |

STUDENT SIGNATURE (sign-out): _____

CO-OP EDUCATOR SIGNATURE (sign out): _____

I hereby verify that all items signed out with the lap-top computer, have been returned and are in working order.

STUDENT SIGNATURE (upon return): _____

CO-OP EDUCATOR SIGNATURE (upon return): _____

CHECK YOUR DESK!!



Name: _____

Using the Office Ergonomics Workbook, answer the following questions and work through the task of “checking your desk”.

1. Define Ergonomics

2. What are the main ergonomic risk factors in an office setting?

a) a)

b) b)

c) c)

**The aim is to reduce these risk factors and lower the chances of injury.

3. Describe the ideal “sitting” posture for computer work...how should each of the following look?

Wrists:

Elbows:

Shoulders:

Neck:

Hips:

Low Back:

Knees:

Feet:

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