

# Rethinking Res

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**Envisioning Alternatives to Traditional RRU Residencies**

**Confidential Draft**

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*Prepared by: Centre for Teaching and Educational Technologies*



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## Introductory Vignette: Abby@Roads

**Imagine a scenario in the not-too-distant future.**



Abby is a prospective learner in Kamloops whose “swing shift” employment schedule makes it impossible for her to commit large blocks of fixed-schedule time to her studies. A few years ago, she had heard wonderful things about Royal Roads; her friends had told her that they had formed connections with their classmates that lasted beyond the conclusion of their programs. But, at that time, Abby’s investigation of RRU was discouraging; many programs required 2 or 3-week, on-campus residencies making them out of the question for her.

Now, having heard that the RRU residency format has changed, she is once again browsing the RRU website and notices the program she’s interested in begins in November and looks very exciting. She learns that she must attend one of the four f2f RRU ‘new learner’ conferences that take place each summer (a similar series takes place each winter as well). The 3-day conferences are on long weekends and she can choose the location (Victoria, Vancouver, Toronto). Although it is the most distant location, she is thinking of Toronto because she already had plans to visit friends there.

She also learns that prior to November she is expected to spend about 20-30 hours online in orientation activities before her program begins. She must also attend three (of a possible 10) one-hour synchronous orientation sessions and one mandatory 2-hour synchronous session a few days before the program starts. She also has the option of using the pre-program-start months to spend 40 hours online to acquire her first course credit - a “research methods” course which consists of mainly individual assignments (although the cross-discipline group is online in the forums so she knows she will have plenty of opportunity to discuss assignments).

Everything required fits with her employment commitments and she is delighted.

Abby signs up for the program. Prior to the Toronto conference (the July long weekend), she is required to join a social media and networking site for all the learners who are starting in any RRU program from July-Dec of that year (b.t.w. this site looks a lot like Ning – with organic groups, the option to upload videos, pictures, audio, etc.). Her task is to use that site to learn as much as possible about the online learning platform at Royal Roads, as well as the concept of outcomes-based learning. Then she’ll be ready to take her questions to the plenary session in Toronto.

As part of the pre-conference activities in the social media site, Abby will be required to create a profile (here's where her webcam comes in handy) and introduce herself to two subgroups within the main site

1. those who are going to be in her program cohort (including instructors)
2. Those who are going to be at the July conference in Toronto

There are a few people who are in both those groups. Abby is also welcome to join or create other interest groups as well.

At the Toronto conference, Abby meets a few of the people who will be in her cohort and she also meets some of her instructors in person. During the conference, the instructors and program office staff who are not in Toronto participate via videoconferencing sessions.



At this time, Abby learns about specialty areas within her program and she is encouraged to do pre-reading on specific topics of interest to her and she is also informed about how to connect to the leaders in those areas via Twitter. Two of her instructors have pre-course assignment information that allows Abby to begin working well in advance of her program start date.

At the conference, Abby also gets to meet graduates who live near Toronto, find out about their RRU experiences, and find out how to connect online with the ones who are most connected to her special areas of interest.

All of her interactions at the conference and in the social media environment prepare Abby for being a learner at RRU.

## Introduction

Royal Roads University embraces a number of characteristics that set it apart from other universities: a target student population of working professionals, an applied approach to learning, an emphasis on teamwork, Hatley Castle and the gardens, and the intensive experience offered by residencies are among the characteristics we tend to hold dear.

The Center for Teaching and Educational Technologies (CTET) recently accepted a challenge posed by Steve Grundy: to look at residencies differently.

We did this through investigation, imagination, conversation and collaboration. We reviewed program schedules and websites, and had casual conversations with program staff and instructors to get an idea of what current residencies look like and what they are intended to accomplish. We brainstormed among ourselves to propose new ways of accomplishing some of these goals. We browsed the Internet and several journals and talked to colleagues in different institutions to try to find examples. And we engaged selected like-minded, adventuresome faculty and staff in imagining some radically different ways of designing what we now call “residencies”.

While this effort has not been scientific or exhaustive, it has produced some intriguing ideas that we now offer to the RRU community for further discussion. Think of it as a snapshot; it does not necessarily represent every current program or redesign in progress, but offers a reasonable picture of what might be the current norm. We offer it as the beginning of a conversation and potential action research projects around alternatives to traditional residencies.

## What We Currently Do & Why

Royal Roads offers more than 20 degrees and graduate certificates across 16 programs involving six schools – not to mention the courses available through the Centres. It may surprise many to learn of the wide variety of approaches implemented by the various programs. Some programs require only one residency while others require four. Residencies vary in length from one week to four weeks. Some programs combine residencies with pre-residency orientations, readings and/or assignments (e.g., GDB, Bridge to BCom, First Step) while others use face-to-face (f2f) sessions to kick-off course work. Some programs offer a residency in France, China or other off-site locations. (See Appendix A)

Generally, residencies are intended to:

- accelerate and strengthen team and relationship building
- orient learners to RRU – setting, services, systems
- introduce and support the program and university culture and expectations
- complete credit course requirements





Residency activities include receptions and dinners, short orientation sessions with services such as the library, computer services, University Life, etc., field trips, labs, course work, and just-for-fun activities such as kayaking and tours. For the most part, learners report that their residency experience was very important and contributed significantly to their success in and enjoyment of their program. Faculty and staff comment on the energy in the classroom and watching learners develop as benefits of residencies. The challenges most often mentioned centered around the short time frame of residency: they are intense and, for some, quite stressful;

learners do not have time to reflect on material; instructors do not have much time to provide timely and meaningful feedback. (See Appendix B)

## Thinking about Redesign of Residencies

Some programs are already reviewing the design of residencies as they investigate ways to make their programs more accessible to a greater number of learners. Ideas such as offering a residency in Toronto or some other big city perhaps more centrally located in Canada are surfacing. Another alternative discussed recently is offering three different weeks in three different locations and requiring learners to attend two of the three. At least one program is considering adding a residency kind of experience, but doing it mostly online.

What might be the implications of such redesigns? Would RRU lose something vital to our core values with certain approaches to redesign? Is there a reason to hold tight to f2f or site-based residencies? Does it require a complex technology infrastructure to support the kinds of interaction needed to replace some of the activities we currently do in residencies? Is there evidence available and is it applicable to our goals?

During this initial investigation effort, we did not find information that clearly indicates that face-to-face residencies are essential to the success of a program, nor did we find conclusive information showing that residencies are inconsequential to program success. We can point to other universities with online programs, no residencies and low completion rates, but no evidence to conclude that low completion rates are directly attributable to the absence of face-to-face residencies.

There has been much debate over the value of and need for face-to-face opportunities in education. The *No Significant Difference* website (<http://nosignificantdifference.wcet.info/index.asp>) collects such studies, scholars read them and write about them and the debate continues. (<http://net.educause.edu/ir/library/pdf/erm0667.pdf>)

There is also debate about the value of synchronous vs. asynchronous *online* activities. Some current discussion pits asynchronous learning *against* synchronous learning, but many in the field believe that the two work best in concert with each other. In fact, we're seeing the use of the term *online blended learning* refer to completely online environments that use both modes to their best advantage. One study, *Asynchronous and Synchronous E-Learning*, points to work that posits

three types of communication important for building and sustaining e-learning communities: content-related, planning of tasks, and social. The study suggests that **synchronous** sessions better support personal participation and **asynchronous** activities better support cognitive participation. (<http://www.educause.edu/ir/library/pdf/EQM0848.pdf>). This suggests the possibility of accomplishing online – synchronously – some of the things we currently do face-to-face in residencies.

We did find an interesting article, *Online Human Touch* ([http://jolt.merlot.org/vol4no3/betts\\_0908.pdf](http://jolt.merlot.org/vol4no3/betts_0908.pdf)), that reports on an online Master of Science in Higher Education Program at Drexel University and the strategies they have employed to develop and maintain student engagement. This is an area for further investigation.

## Engaging Prospective Learners

One thing seems very clear: RRU could be doing a lot more to engage learners far in advance of residency and program start dates. If we are looking at alternatives to traditional residencies, we should also be thinking about other opportunities to develop a sense of belonging, community and what it means to be a learner at RRU.

For a university that built its programs and reputation with so much online, our university website does not suggest that up-to-date technologies and engaging, interactive approaches will be part of the learner experience. There are words on some pages that **say** that, but there are no pages that **demonstrate** that. Aside from a few videos, there is nothing very engaging and definitely nothing interactive there. This might be a place to begin: engaging website visitors in a more dynamic way.

Might potential learners be able to attend one of several monthly online sessions with current and/or former learners? (perhaps, facilitated but the RRU Student Association or University Life). Or, each month a panel of learners from different programs could discuss learning at RRU. Some sessions could be Q&A sessions with staff from various student services. How about tea in the Castle with University Life or Career Services? Sessions could be synchronous and recorded for those who can't attend, and discussion forums and/or email can be used to respond to questions/comments from these learners.

Periodic online polls might provide insight about incoming learners and their interests and needs. Learners could select one or more RRU folks to follow via *Twitter*. It's even possible that learners could meet in something like *Second Life*.

Activities like these can begin building community, a sense of belonging and a confidence in easy access to human beings, thus relieving the burden on residencies to provide **all** of this.

## Alternative Residency Models

Brainstorming sessions yielded a variety of ideas, each with variations. Further discussion narrowed our focus to four models, and raised the possibility (for further discussion) of an even more flexible, choice-based approach. The four models are:

1. Shorter Residencies
2. Conferences
3. Online Residencies
4. Cross-program Residencies

Below is a brief description of each. Notice how some of the features of one model might be combined with elements of another to produce possibly even more promising alternatives. (See Appendix C)

### 1. Shorter Residencies (5-10 days)

Some RRU programs have already moved away from three-week residencies to week-long or two-week-long residencies.

This model probably most closely resembles current RRU residency programs and is more easily imagined than the other three models.

Rather than gather at RRU for two to three weeks as some residencies currently do, the face-to-face time would be reduced by half or more. Learners would participate in several intensive activities online prior to coming to campus, these pre-res activities would jump-start campus activities so the face-to-face time can be more effective and efficient. This might be followed by post-residency activities online.

Units such as IT, Library, University Life, etc. can provide engaging and informative multimedia tutorials and activities that can be completed online prior to coming to campus. An Open House could invite learners to meet these staff, as well as faculty and fellow learners in an opening evening with a "gala" feel.

A course might start in an online pre-res and finish during a couple of on-site res half-days and/or some post-res online work. Another course or two could begin during residency and then finish online.

Residencies can be held in locations other than on the RRU physical campus... maybe where they make more sense given the program or the location of cohort members or because something exciting is happening in Toronto or Halifax or Winnipeg (a conference, perhaps, or a protest or an opening or ??) that people may want to attend.

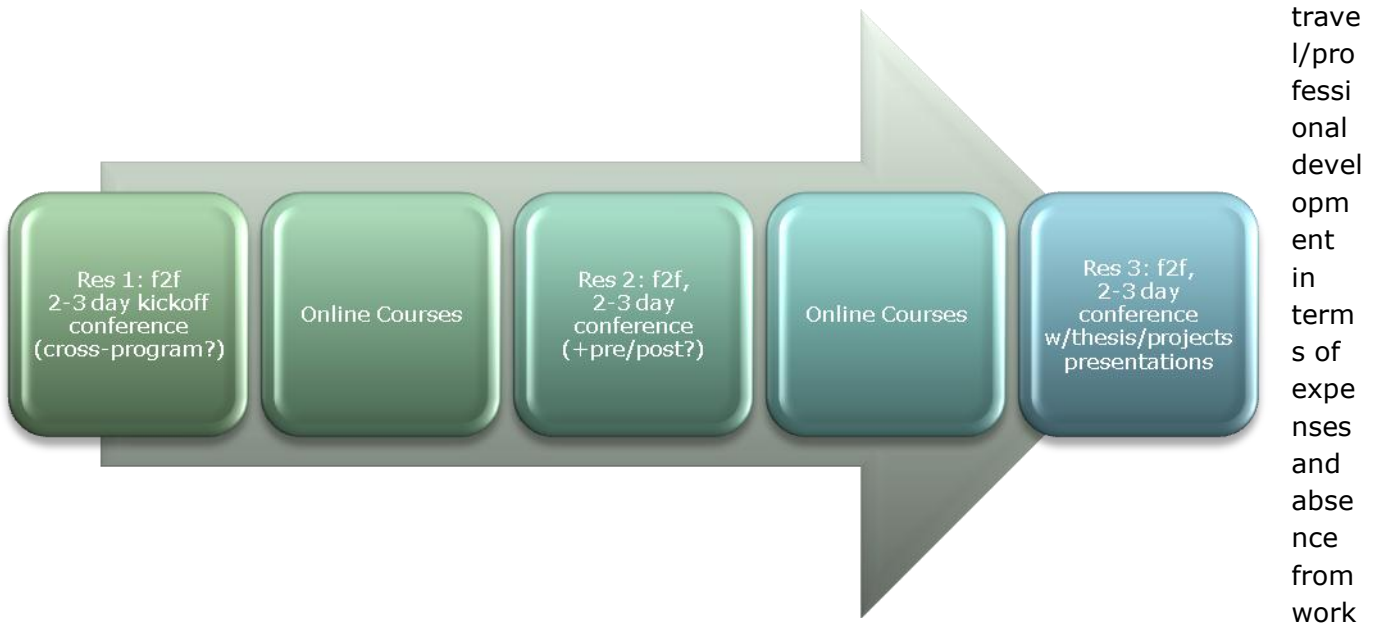
## 2. Conferences

This short (2-3 days) experience would have a distinct conference “feel”: all things that accompany a conference (proceedings, papers, dinners, networking, etc.) would be present as well as the potential to hear one or more keynote speakers and to participate in poster sessions. Workshops presented by learners, faculty or others (e.g., Library, University Life), could be offered.

This model could be accompanied by online pre- and/or post-conference activities. It might be the perfect alternative to a second and/or third residency in that learners could come together in any selected location or perhaps even two locations joined by technology where they would both present and attend sessions related to their studies. This alternative might be used in place of a first residency in some programs where online residency activities take place before and in preparation for the conference.

This model would not be helpful where fitting multiple courses into residencies is a primary goal unless significant online pre- and post- work is provided.

The conference model may appeal to working professionals and might be considered business





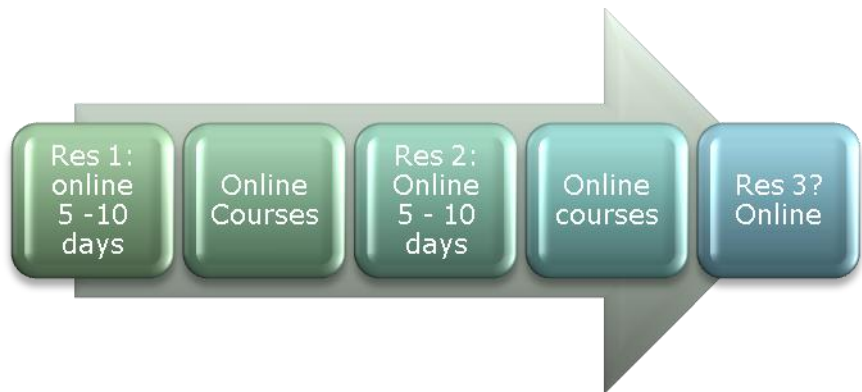
### 3. Online Residency

Working titles: *Online Residency, eResidency (e-Res), eC@mp, Virtual Residency (v-Res), Virtual Connections, Virtual Collegial Environments, Developing e-Colleagues*

Perhaps incorporating aspects of some of the other models, this residency model would use online asynchronous activities to accomplish a few items but the focus would be an intensive **synchronous** time online.

This might mean 3-5 days of several hours online, synchronously, or perhaps a week of "morning or afternoon" synchronous sessions.

Synchronous sessions could be conducted through a variety of technologies (e.g., web conferencing, such as Elluminate, or tools like Skype, text chats, Twitter, social networking sites, etc.).



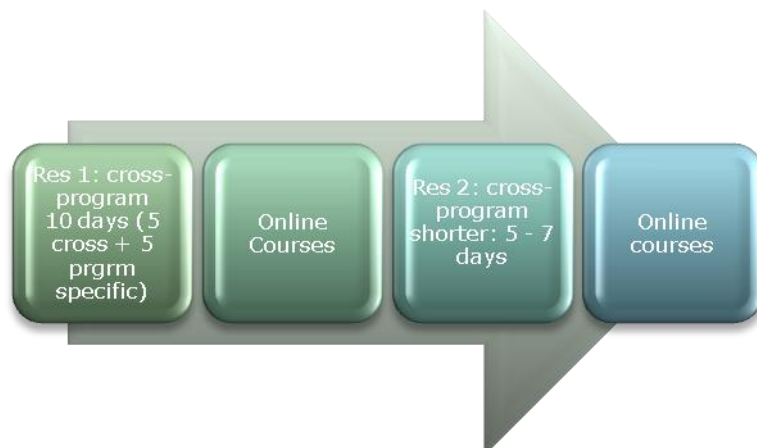
By effectively utilizing "pre-res" asynchronous activities, the synchronous "res" portion could provide the highly interactive and more spontaneous experiences that people like about residencies. It is even possible to host a wine and cheese reception online!

While this model offers a convenience to learners and faculty in eliminating the need for travel, it would also require a serious commitment to set aside the necessary time and perhaps establish a proper place (free from work or family interruptions) from which to participate. It would also require different, and perhaps more technical support for tools we don't currently support on a regular basis (e.g., audio/video setup for web conferencing).

### 4. Cross-program residency

Working titles: *Cross-Program residency, Cross-Disciplinary residency, Interdisciplinary Residency, Shared residency, Common elements, RRU Core Res*

What activities/topics are common to many residencies in our various programs? Might learners in several different academic programs participate in some residency/course activities *together*? Might there be a Toronto-based (or Ottawa-based, or Vancouver-based, or London-



based...) RRU residency that brings learners together for community-building activities? Can they learn about online learning, library resources and procedures, IT support, and University Life services, *together*? Can some courses or parts of courses be taught as well (or better) by involving faculty and learners from several disciplines? What about research methods, writing, leadership, marketing, communications, accounting, environment/sustainability?

A cross-disciplinary model would assume that completing several courses is a significant goal of residency and that learning to work with teams and developing a sense of belonging can be done (or at least begun) through seeing RRU – the university - as a *community*. While some programs may feel a need to tailor research and writing courses, for example, to their specific discipline, it may be that a slightly more general approach could actually broaden perspectives and develop understanding of how one discipline connects to another. It may lay the basis for future collaborations. Discipline-specific “tweaking” might occur as learning from the cross-disciplinary courses is applied in later courses.

A possibility with this model is that residencies could be scheduled more frequently (once each quarter, possibly) and thereby offer learners a choice of when to attend and engage them prior to a normal intake schedule learners prior to a normal intake schedule.

### **Flexible Model/Choice-based (for further investigation):**

Might we, at some point, envision a flexible model where learners *choose* to attend on campus or online residency? Imagine learners (and faculty) being able to choose whether they want to attend a face-to-face residency or participate online. While traditional residencies might need to be redesigned a bit to take best advantage of online and face-to-face advantages, essentially the technology can allow participants to be in the same room and/or connect with those at distant and diverse locations. Learners who can and want to travel to RRU or other designated location can do so. Those for whom it would be too great a burden can interact via technology best practices. *There may be ways to incorporate this idea into any one of the above models – particularly for a second residency.*

### **Mix & Match Elements**

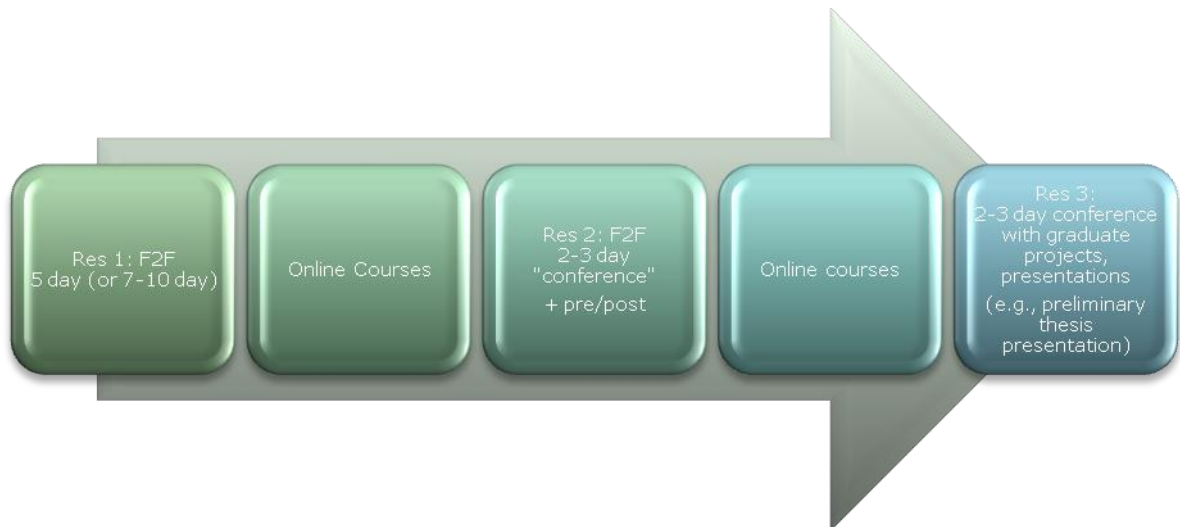
It didn’t take long for those of us involved in this envisioning exercise to see that even more - and perhaps more powerful - opportunities will be found in combining elements of the models. The opening scenario is one example. See Appendix D for another example.

There is great opportunity to mix and match models and/or aspects of models. In other words, the “model” or style of residency could (and perhaps should) be different for each residency in a program (first, second, third...) depending on where it falls in the program and what needs to be accomplished. E.g.,

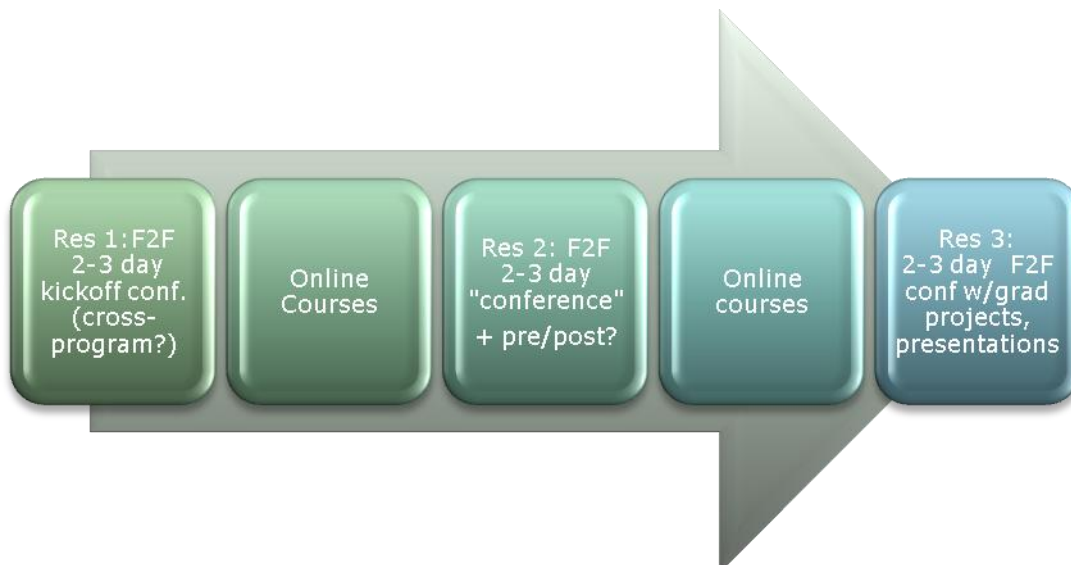
- Start with a longer/more face to face model with shorter or “more online” res later
- Have shorter, but more frequent on-site residencies (e.g., move from 2 longer (i.e. 3 weeks each) to 3 shorter (i.e. 1 week each)
- Have shorter, but more frequent online residencies
- Cross-program residencies could be the first res, or part of a longer res. E.g., a 2-3 week res could have 1 week of cross-program activity, the rest program-specific

- “sandwich” online res between f2f res (if 3 residencies in a program)
- Strategic placement of “conference” model to coincide with major team or individual projects, preparation for field work, etc
- In all F2F cases, location (RRU or other site) could vary. For example
  - All residencies in a program could be on RRU campus
  - All residencies in a program could be at another site
  - Res 1 at RRU campus, and other res elsewhere – this may mean some learners only have to travel a greater distance for only 1 res, not all

## Variations on Shorter Res 1 + Conferences



- Or -



## Conclusions/Recommendations/Next Steps

Traditional residencies demand a cost in travel and accommodation dollars as well as in time and energy for staff, faculty and learners. According to RRU Marketing staff, the residency requirement eliminates RRU from consideration by a huge percentage of potential applicants. Yet, those who participate in on-site residencies report that the residencies are valuable experiences. We need a wider conversation to determine specifically what is valuable, and investigate whether or not that value can be delivered in other ways. Research methods that get beyond what learners and faculty *feel* at the end of residencies, or what they think the residencies accomplish, need to be employed to learn if the effects are lasting and how, specifically, they impact learner success in a program. While the current residency model holds value for those who experience it, there is opportunity for experimentation.

Programs that find value and resonance in this report can pilot one of the models, parts of several models or a completely different model, study the results, and share them with the RRU community and beyond. Perhaps this is ripe for Scholarship of Teaching and Learning focus.

We believe it would be beneficial for programs to have an opportunity to share with each other what their current residencies look like, what happens in them, what the strengths and opportunities for improvement in their schedules and processes are. Such a discussion might confirm or inform needed modifications to this preliminary report.

Once the report is shared with the RRU community, another event could invite further brainstorming by interested programs. Appendix E (Contribute your ideas) represents only the beginning of what we hope will become a community-wide brainstorming activity where faculty, staff and learners can suggest exciting activities, no matter how simple or complex, that can be shared and implemented as alternatives to traditional residencies are explored.

### Suggested timeframe for release of this report:

- June 2009 – This report is submitted to Steve Grundy to share with senior management
- July 2009 – CTET hosts a discussion where program representatives meet to share what is working and not working in current residencies as well as plans for the future
- September 2009 – This report, or an updated version of it, is shared with the entire RRU community
- 2010 – CTET collaborates with other units to develop and support pilots in programs that want to experiment with alternative models

## Citations

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## Appendix A: Current Residency Timeframes for Online Programs\*

All courses in Graduate Certificates are moving to 3 credits (awaiting approval at CC/AC)

| Program  | # | Length/Location  | Link to sample schedule   | Comments        |
|--|---|--|---|-----------------|
| <b>Centre for Applied Leadership and Management</b>  |   |  |   |                 |
| <i>All courses in Graduate Certificates are moving to 3 credits (awaiting approval at CC/AC)</i> |   |  |   |                 |
| Graduate Certificate in Executive Coaching   |   | Pre-res = 1 week online<br>Res 1 = 6 days on campus<br>Res 2 = 3 days on campus  | <a href="http://www.royalroads.ca/sites/default/files/EXCOACH%20Y0910W_0.pdf">http://www.royalroads.ca/sites/default/files/EXCOACH%20Y0910W_0.pdf</a>   |                 |
| Graduate Certificate in Health Systems Leadership  | # | Pre-res = 2 weeks online<br>Res 1 = 1 week on campus<br>Post-res = 1 week online<br>Final wrap up via synchronous tool online. | <a href="http://www.royalroads.ca/sites/default/files/HLTHSLD%20Y0910F(revised)_0.pdf">http://www.royalroads.ca/sites/default/files/HLTHSLD%20Y0910F(revised)_0.pdf</a>   |                 |
| Graduate Certificate in Professional Communications  |   | Pre-res = 1 week<br>Res 1 = 5 days on campus<br>Post-res = 1 week online<br>Res 2 = 3 days on campus                           | <a href="http://www.royalroads.ca/sites/default/files/PCOMGMT%20Y1011F.pdf">http://www.royalroads.ca/sites/default/files/PCOMGMT%20Y1011F.pdf</a>   |                 |
| Graduate Certificate in Project Management   |   | Pre-res = 1 week<br>Res 1 = 5 days on campus<br>Res 2 = 3 days on campus   | <a href="http://www.royalroads.ca/sites/default/files/PRJMGMT%20Y0910W.pdf">http://www.royalroads.ca/sites/default/files/PRJMGMT%20Y0910W.pdf</a>   |                 |
| Graduate Certificate in Strategic Human Resources  |   | Pre-res = 1 week<br>Res 1 = 5 days on campus<br>Res 2 = 2 days on campus   | <a href="http://www.royalroads.ca/sites/default/files/STRHRMG%20Y0910W.pdf">http://www.royalroads.ca/sites/default/files/STRHRMG%20Y0910W.pdf</a>   |                 |
| <b>Program</b>   |   | <b>Length/Location</b>   | <b>Link to sample schedule</b>  | <b>Comments</b> |
| <b>The Faculty of Management</b>   |   |  |   |                 |
| BCom Entrepreneurial Management  |   |  |   |                 |
| Master of Business Administration  | 3 | 3 weeks<br>Grenoble, France for the third residency (optional)   | <a href="http://www.royalroads.ca/NR/rdonlyres/D775EA64-0DFD-4E27-9B39-B9E48D21DB00/0/MBA20082ProgramSchedule_ForPostingWEB.pdf">http://www.royalroads.ca/NR/rdonlyres/D775EA64-0DFD-4E27-9B39-B9E48D21DB00/0/MBA20082ProgramSchedule_ForPostingWEB.pdf</a> |                 |
| <b>School of Tourism and Hospitality Management</b>  |   |  |   |                 |

3

|  |   |  |   |   |  |
|--|---|--|---|---|--|
| BA in International Hotel Management   |   |  |   | 1   |  |
| Graduate Certificates that can ladder into an MA in Tourism Management <ul style="list-style-type: none"> <li>• Tourism Leadership</li> <li>• Destination Development</li> <li>• Sustainable Tourism</li> <li>• International Hotel &amp; Resort Management</li> </ul> | 3 | 1 res for each certificate, length = 8-12 days (plus 1 wk pre and more wks post)<br><br>TL & DD involve 2 blended courses and one OL<br><br>ST & IHRM involve 1 blended and 2 OL courses | <a href="http://www.royalroads.ca/programs/faculties-schools-centres/faculty-management/school-of-tourism/trmn/structure.htm">http://www.royalroads.ca/programs/faculties-schools-centres/faculty-management/school-of-tourism/trmn/structure.htm</a><br><br><a href="http://www.royalroads.ca/NR/rdonlyres/11DB2039-004F-4B3D-AE4A-35282A1BFD36/0/TLMProgCalendar2010v4.pdf">http://www.royalroads.ca/NR/rdonlyres/11DB2039-004F-4B3D-AE4A-35282A1BFD36/0/TLMProgCalendar2010v4.pdf</a><br><br><a href="http://www.royalroads.ca/NR/rdonlyres/6618E438-4FB5-43A2-9AD3-2C719862E9D6/0/STMOct2009ProgCalendaroct22.pdf">http://www.royalroads.ca/NR/rdonlyres/6618E438-4FB5-43A2-9AD3-2C719862E9D6/0/STMOct2009ProgCalendaroct22.pdf</a> | MA requires Tourism Leadership module & an Applied Research module and a choice of 2 others.<br>No res for Applied Research<br>*The school combines OL & OC and BA & MA in whatever events are appropriate (speakers, etc.) |  |
| <b>The Faculty of Social and Applied Sciences</b>  |   |  |   |   |  |
| <b>School of Environment and Sustainability</b>  |   |  |   |   |  |
| Bachelor of Science in Environmental Management  |   |  |   | 3   |  |
| Master of Arts / Master of Science in Environment and Management   | 3 | 3 weeks  | <a href="http://www.royalroads.ca/NR/rdonlyres/3715FB6A-9231-40C7-AF49-15CD7714C55B/0/ENVMGMTMAY0910WCA1Brev20Dec07.pdf">http://www.royalroads.ca/NR/rdonlyres/3715FB6A-9231-40C7-AF49-15CD7714C55B/0/ENVMGMTMAY0910WCA1Brev20Dec07.pdf</a>   |   |  |
| Master of Arts in Environmental Education and Communication  | 3 | Res 1=3 weeks<br>Res 2=3 weeks<br>Res 1=1 week   | <a href="http://www.royalroads.ca/NR/rdonlyres/C0CEC190-CFEA-4E7B-B581-0E4604CE206C/0/ENVEDCOMA_Y0809SCA1B_Revised_Feb_19_09.pdf">http://www.royalroads.ca/NR/rdonlyres/C0CEC190-CFEA-4E7B-B581-0E4604CE206C/0/ENVEDCOMA_Y0809SCA1B_Revised_Feb_19_09.pdf</a>   |   |  |
| <b>School of Leadership Studies</b>  |   |  |   |   |  |
| MA in Leadership<br>(Classic – 3 intakes per year (Jan, April and June))   |   |  |   | 2   |  |

|  |              |   |   |  |
|--|--------------|---|---|--|
| HLTH – 1 intake per year (2008)                                    | 4            | res 1=2 wks (+ 4 wk pre-res & 1 wk post-res)<br>res 2=2 wks (+ 1 wk postres)<br>res 3=2 weeks (+ 3 wk pre-res & 2 wk post-res)<br>res 4= 1 week | <a href="http://www.royalroads.ca/NR/rdonlyres/BAAD86CE-6DA6-4B1F-AE83-08F2CA5EE981/0/LDRSHIPMAHEALTHY0809FCA1BHprogramschedulerevised20090420.pdf">http://www.royalroads.ca/NR/rdonlyres/BAAD86CE-6DA6-4B1F-AE83-08F2CA5EE981/0/LDRSHIPMAHEALTHY0809FCA1BHprogramschedulerevised20090420.pdf</a>   |  |
| <b>School of Communication and Culture</b>                         |              |   |   |  |
| BA in Professional Communication                                   |              |   |   | 2  |
| MA in Professional Communication                                   | 2            | 3 weeks (Plus 3 wk pre and 4 wks post)  | <a href="http://www.royalroads.ca/NR/rdonlyres/DF5EDDAE-09F8-4220-8A2F-DFA0DFAAA8B9/0/2009ProgramScheduleY0910FCA1BMarch2009.pdf">http://www.royalroads.ca/NR/rdonlyres/DF5EDDAE-09F8-4220-8A2F-DFA0DFAAA8B9/0/2009ProgramScheduleY0910FCA1BMarch2009.pdf</a>   | 3 courses are completed                            |
| <b>Division of Education Studies</b><br>MA Learning and Technology | 2            | 2 weeks (plus 2 wk pre & 2 wk post)   | <a href="http://www.royalroads.ca/programs/faculties-schools-centres/faculty-social-applied-sciences/communication-culture/division-education-studies/lrntech-ma/structure.htm">http://www.royalroads.ca/programs/faculties-schools-centres/faculty-social-applied-sciences/communication-culture/division-education-studies/lrntech-ma/structure.htm</a> | Only 1 res for those that select the thesis option |
| <b>School of Peace and Conflict Management</b>                     |              |   |   |  |
| BA in Justice Studies  |              |   |   | 3  |
| MA in Disaster and Emergency Management                            | 2            | 3 weeks   | <a href="http://www.royalroads.ca/NR/rdonlyres/3C130E56-F5A4-48D0-8F72-35ACF74EE1EA/0/DEMGMTMAY0809PCA1B01Feb09.pdf">http://www.royalroads.ca/NR/rdonlyres/3C130E56-F5A4-48D0-8F72-35ACF74EE1EA/0/DEMGMTMAY0809PCA1B01Feb09.pdf</a>   |  |
| MA in Conflict Analysis  | 2<br>or<br>3 | 3 weeks   | <a href="http://www.royalroads.ca/NR/rdonlyres/1C9553E7-2DC4-416D-A886-C603787F15F2/0/CONFLICTMAY0809SCA1BOct08.pdf">http://www.royalroads.ca/NR/rdonlyres/1C9553E7-2DC4-416D-A886-C603787F15F2/0/CONFLICTMAY0809SCA1BOct08.pdf</a>   |  |
| MA in Human Security and Peacebuilding                             | 3            | 3 weeks (3rd res is On Site Overseas)   | <a href="http://www.royalroads.ca/NR/rdonlyres/ADF0FE92-9B7A-42AB-A28C-0950E25DAD10/0/HMNSCPBMAY0809PCA1OCT08.pdf">http://www.royalroads.ca/NR/rdonlyres/ADF0FE92-9B7A-42AB-A28C-0950E25DAD10/0/HMNSCPBMAY0809PCA1OCT08.pdf</a>   |  |
| Master of Arts in Interdisciplinary Studies                        | 1*           | 1 week  | <a href="http://www.royalroads.ca/interdisciplinary-studies-ma/program-content/curriculum">http://www.royalroads.ca/interdisciplinary-studies-ma/program-content/curriculum</a>   | 1 optional res                                     |

\* Apologies to any programs whose data may be inaccurate or missing – please, contact CTET and help us make the needed corrections.



# Appendix B: Summary of Responses about Current Residencies

## Purposes of Res

- Team/Relationship building
- Set the stage for future projects - Jump-start the program (introduce and support the program quality and culture)
- Learning the RRU systems (computer services/library)
- Make connections with faculty and staff
- Deliver courses that are better suited to a f2f environment

## Activities during Res

- For BA group a 2 day team building exercise that takes place outside on campus
- Welcome reception and greetings from Pres & Co
- Workshops on writing skills/Moodle/library/research/presentation skills/ learner strategies/ Managing Personal Wellness
- Learn about:
  - FOIPOP
  - Computer Services
  - University Life
  - Career Services
- Building a body of knowledge and resources to help with future projects and internship
- Just for fun voluntary activities
  - Kayaking
  - Banquets/dinners
  - Bus tour of Victoria
- Labs, Cougar Annie's Garden

## Best things about Res

- f2f interaction
- The energy in the classroom
- Watching learners develop, build confidence, come to terms with the material.
- Place (We try to obtain the Castle drawing room always for our first day of res for our welcome breakfast and orientation before moving to our assigned classroom for the balance of the 3 weeks)

## Difficulties/challenges of Res

- Short time in which instructors have to provide meaningful feedback on deliverables
- The intensity - compressed time
- Lack of ability to allow learners to reflect on the material
- Learners don't always come prepared as well as they could be

## Appendix C: Overview of Residency Alternatives Ideas

| F2f | Model   | Notes/about   | Delivery - Res  | Length   | Location: RRU/other   | Cohort Together?         |
|-----|---|---|---|--|---|--------------------------|
|     | <b>Cross-program Res</b>  | <b>Focus:</b> things that are common among programs <ul style="list-style-type: none"> <li>• Writing/communications</li> <li>• Teaming, Teamwork, social skills</li> <li>• Research</li> <li>• Presentation skills</li> <li>• "enculturation" to grad school &amp; RRU</li> <li>• Leadership/Management</li> </ul> <b>Features:</b> <ul style="list-style-type: none"> <li>• Unique learning opportunity: strength of sharing/cross, multiple models, multiple ways of knowing</li> </ul> | F2F<br><br>Probably with program-specific online supports pre/post and/or during            | TBA –<br><br>one of our "shorter" models, 5 or 7-10 days<br><br>or perhaps same length as current res? (2-3 weeks?) with 1 week Cross-program and 1-2 week program-specific? | Either, prob RRU? b/c involve so many across campus?<br><br>Interdis week at RRU, others at diff locations? | Probably together        |
|     | <b>Shorter res:</b><br><br>5 day res (M-F)<br>or<br>7 – 10 day res  | For all res, or just res 1?<br>Impact on # of credit hours?<br><br><b>Features:</b> <ul style="list-style-type: none"> <li>• team building</li> <li>• culture (grad school, RRU)</li> <li>• personal/soft skills</li> </ul>   | F2F (mainly)<br><br>Probably + some online support?<br><br>Or pre & post activities online? | 5 day requires 1 wk learner time<br><br>7-10 days requires 2 wks learner time  | either  | Either together or split |
|     | <b>Conference</b><br>(2-3 days)<br><br>Has distinct conference feel | Could be over weekend/long weekend?<br>Well suited for res 2/3<br><br><b>Features:</b> <ul style="list-style-type: none"> <li>• keynote/speakers from industry</li> <li>• Panels (Cross-program?_)</li> <li>• Presentations (teams present research/work)</li> <li>• Could be organized into streams?</li> <li>• Package as a conf. = PD opportunity for learners = potential business/corp expense for travel?</li> </ul>  | F2F or Blended:<br>2-3 day f2f<br>+ online support  | 2-3 days<br>(could require as little as one weekend of learner time)   | Either, probably not RRU because we don't have the best conference facilities (yet?)                        | together                 |
|     | <b>Online res</b><br><br>synch + asynch activities – all online     | For some, maybe best suited for res 2/3?<br><br><b>Features:</b> <ul style="list-style-type: none"> <li>• Synchronous activities, learners must "telecommute" and participate actively</li> <li>• Exciting ID challenge!!</li> </ul>  | Online  | 1 week?<br>2 weeks?  | No physical location  | together                 |

## Appendix D: Draft Scenario for Tourism

The School of Tourism and Hospitality Management meets many of their learners before either the program or the learner knows that they will enter into a university/student relationship. The Tourism blog and twitter feeds are followed by people all over the world interested in tourism industry topics because announcements and reviews of conferences, blog postings, news events, workshops and business news are posted regularly. Once “snagged” by the tweets and blog posts, followers can view short video excerpts of guest speaker presentations and faculty lectures as well as current learner and alumni comments.

Intrigued by the open and interactive and current and relevant nature of the social network site, potential learners investigate the programs offered by the school including the selection of graduate certificates that can be combined to create a masters degree. FAQ and Q&A areas of the site provide additional information and interaction.

As the person goes through the application and acceptance process various Royal Roads administrative units also offer online assistance and communication. All the while they continue to be part of the Tourism social network.

Once the learner is accepted into the program they have a wide variety of orientation activities to complete before the first online residency begins. Learners are oriented to the RRU library and learn to conduct effective searches by focusing on their individual interests and adding entries to their social bookmarking site. These initial forays into the library databases and interaction with the reference librarians make learners’ early research assignments a cinch. Learners can explore the information and services from Computer Services and the Writing Center, too. Several entertaining self-tests help learners determine whether they need to spend more time in orientation activities or if they are ready for the start of the online residency.

During this orientation time, each learner signs up for a book discussion based on their area of interest. These discussion groups involve 10 learners each and are likely to include learners from several different programs. Book choices range from history and biographies to fiction and current affairs. The discussions relate topics and situations in the books to concepts of leadership, sustainability, communication and relationships. Participation in the discussions is required but not marked. Each learner is, however, asked to reflect on their own participation and that of others and draw conclusions about what makes for a good online discussion, what sorts of comments and contributions encourage participation and help people learn, and what sort of questions help focus discussion and lead to understanding.

Learners are invited to a virtual opening reception for new learners where they meet the president of the university, other university staff, learners and notable alumni. Perhaps with wine and cheese in hand, they break into geographic groups to meet learners who live in their region of the country or world. Next they break into program groups where they can converse with faculty, staff and learners and finalize information and instructions for preparing for the up-coming online residency.

Being prepared for the Tourism online residency means that learners have read assigned material and have set aside the required amount of time to fully participate. For some, this may mean taking several days off work or making day care arrangements for children. For others it means placing a "Do Not Disturb" sign outside their office doors with information about when they will and will not be available this week for work-related tasks.

Through a combination of asynchronous and synchronous sessions, learners complete several small team-based projects as well as begin two courses, *Writing, Critical Thinking and Research Literature* and *Leading Edge Hospitality*. The two courses share many resources and several assignments and in some respects are treated as a single course, albeit with two instructors and separate marks. Along with the mix of serious and fun team assignments, learners engage in other activities designed to get to know and build relationships within the cohort: dyad interviews around what "Leading Edge" means, peer review and editing of writing, collaborative writing, creation of a wiki on trends and leading hotel chains, development of a Googlemap showing learner locations and other items learners wish to share such as favorite pubs, audio clips of local music, pictures of local tourist attractions, etc.. Mini-lectures and guest presentations are available to view followed by a mix of synchronous and asynchronous discussion sessions.

The online residency ends with a virtual "pub night" and learners reflect on the experience. Learners leave knowing that they will complete the two courses online during the next few weeks and will then begin other online courses. These courses will build towards their next "gathering which will be a 3-day face-to-face conference (location: TBA.) The learners will have prominent roles and responsibilities in organizing sessions, sitting on panels and presenting poster sessions (final products from their *Culinary Tourism* and *Multi Cultural Management and Communications* courses.). Faculty and invited industry leaders and alumni will also be in attendance and participating.

.... And this is only year one!

## Appendix E: Contribute your ideas! *(Start of a brainstormed list)*

What activities could be done online that might accomplish many of the stated objectives for your residency? Add them to the list.

### Online Introductions/Ice-breakers/Getting to know you (learners, faculty and staff)

**Grid activity:** This is an online, synchronous activity about developing awareness of your team/others online

- Online whiteboard. get everyone to draw. debrief how it feels to be "walked on" online/have your stuff drawn over
- A grid is put on the whiteboard. Participants must "stay in their square".
- Facilitator leads debrief on what it feels like to work with that level of constraint
- Grid is removed, participants complete a task on the whiteboard.
- Facilitator leads debrief.
- Participants typically report greater awareness and more communication with others online.

**Chair activity:** This is an online, synchronous icebreaker activity

- Onscreen: images of different chairs in a circle, online (clipart, whatever)
- Participants write their names beside a chair.
- Facilitator instructs participants to take a moment to imagine being together sitting in the chairs you have chosen.
- Participants then introduce themselves, and explain their chair choice

**Meet the Faculty Mixer:** Each faculty member records a brief video of themselves in a setting that represents something important to them (with family, pets or friends, in their home study, in a park, at an event, etc.) The video is no more than 6 minutes long and introduces the faculty member to learners. Learners are instructed to view the videos as well as read the profiles of each instructor (or some subset of them) prior to the scheduled online "mixer." Instructors have also read the profiles of learners prior to the mixer. (Both groups could be encouraged to make notes about people that hold particular interest to them or of questions they have.) All are asked to bring a favorite snack and/or beverage to participate in either a synchronous (Elluminate-type) or asynchronous (Moodle discussion forum) session. Depending on the size of the group it may be divided into breakout rooms or separate forum areas to allow for good conversation. Groups may be changed after a given amount of time to allow opportunity to interact with new people. If asynchronous technology is used be sure to schedule just a couple of days for this exchange and provide instructions so that everyone participates in a timely manner.

### Orientation to RRU & Program

#### Team Building/ Relationship Building

**Group Resume:** In a web-conferencing session, divide the class into groups of 3-6 learners each. Each group should imagine that they will form a not-for profit or a for-profit company that will deliver a service or product. They should spend a few minutes learning about each group member's experience, interests and skills. Then they determine how the group can use everyone's strengths and to create a company and use the group's whiteboard to create a poster of flyer (company name, logo, product or service.) After 15 minutes or so, all groups return to the main room and show their posters as they explain how they arrived at their decisions.

## Just for Fun