Dan Reeve: Okay. Hi, welcome to another Applied Learning podcast. I'm your host, Dan Reeve. Today, I'll be talking with Carly Hall who's the coordinator for the new Center for Health and Wellness. Welcome, Carly.

Carly Hall: Thank you.

Dan Reeve: Before we get into talking about your role in the new health center, we just want to talk a little bit about your past, a bit about the teaching and work you've done before. Maybe you can just tell us a little about where you are in the college, your position in the college.

Carly Hall: Sure. So my background's in nursing. I was actually a student here myself a long time ago. So I've been at Camosun now for 16 years. I taught in the practical nursing program and was Department Chair for practical nursing and healthcare assistant so that's what led me into this world that I've been in for the last couple of years.

Dan Reeve: Okay, and tell us a little bit about this current role.

Carly Hall: So, I came on actually before the concept plan had been written. So the first part of the job was really around some pretty high-level consultation with the school, with the community, around the vision for this building that we were proposing to government. Then, once we had the funding in place, it was really around the design of the building, so we had many engagement sessions with people around the college to make sure we had a good understanding of what people needed in the building. Then, now, the role has really morphed into some more of the change management piece and making sure that people have the resources that they need and the support that they need in order to make this shift across to another campus and into this new building.

Dan Reeve: When you were first on this, is this how you envisioned the job would go or has it morphed along?

Carly Hall: I would say it's morphed.

Dan Reeve: Okay.

Carly Hall: It's funny, I stumbled upon the job description that was posted, whenever it was, two-and-a-half years ago or something, and it's pretty different than what I'm doing now. So I think it's evolved depending on what the need within the School of Health and Human Services has been.

Dan Reeve: Okay. You've described a little bit of your current ... you're a part of that right now, you're currently that change management. Can you maybe just talk a little bit about what that looks like? What are the main things that's changed? We all know that there's going to be the big move. Can you talk a little bit about what that is like from your end?

Carly Hall: Sure, so my responsibility really is within the School of Health and Human Services. We have a transition team that we've pulled together, so representatives from all of the

departments in our school. Those folks are working with me to identify what the questions and concerns might be that are out there in the departments, so what people need to know, what they are wondering about.

Dan Reeve: Right.

Carly Hall: Everything from features in the building or what the spaces are going to be like to what's it like being on Interurban, “how do I get there? What's the parking like?” to “How am I going to work in my new space?”. So lots of different information and education needs that people have.

Dan Reeve: Right, okay. Well, let's step back. Now, we have a picture of what your current job looks like, maybe you can take us back to you as the teacher, Carly, and talk a little bit about your approach as a teacher and maybe the culture of HHS when it comes to Applied Learning.

Carly Hall: Sure, yeah. I would say HHS has a big history of Applied Learning, so we have had Applied Learning longer than the term Applied Learning has probably existed.

Dan Reeve: Right.

Carly Hall: We've been doing it and not necessarily calling it that. For example, lab and clinical practice have been a big part of HHS programs for a long, long time. Certainly, the philosophy behind that maybe has changed over the years, but the actual practical application has always been there.

Dan Reeve: Right.

Carly Hall: I taught in the classroom, and in the lab, and in clinical, so I have experience in those areas. That's certainly a big foundation in HHS programs.

Dan Reeve: Right. How did you ... is there any ... the values of Applied Learning, are there anything specific that jumps out to you? There's these eight principles of Applied Learning, whether it's reflection, or intention, or authenticity. Are any of those key values… jump forward ... in terms of when you are teacher, what are you hoping your students get from the Applied Learning experience?

Carly Hall: Yeah. To me, I think some of the ones that really jumped out at me were the front-end and the back-end. The intention, so really being clear about what you're trying to do and why, so that it's not just a: "Let's just try this out for the sake of trying it out."

Dan Reeve: Right.

Carly Hall: But, you have a real plan. Then, the reflection, and I think both on the instructors' part--so, “how did that go?” “What would I do differently next time?”--But also on the students'—“What did you learn? What was that experience like? What worked? What didn't? That, again, is a real foundation in practice in healthcare particularly and all of

the HHS programs in helping students to really identify the skills needed to actually reflect well.

Dan Reeve: Right, so not just the practice of reflecting but learning how to reflect was some ... I don't want to say “force”… but some ability that actually makes the reflection meaningful.

Carly Hall: Exactly, yeah. It's not a skill that all of us have naturally. Sometimes, we do need to help students to learn that skill.

Dan Reeve: From the values you've described, how did you see ... when you were thinking about those values, how did you try to bring those values forward? What did you hear from other faculty in terms of bringing those ideas into the design ... in the design stage when you maybe had the funding, but what the building would look like ... did those principles show up in the design phase and not just from yourself but from other faculty as well?

Carly Hall: Absolutely, yeah. I would say that the student experience was identified as a big driver in this very early on.

Dan Reeve: Right.

Carly Hall: It was really important to the design team that that was reflected in the building, very much about the student experience. A big part of that was ensuring that the spaces supported Applied Learning, experiential learning. I can talk about some examples of those particular spaces later on but certainly it was a big focus. It was something that we heard from faculty, from students, from staff in all of our engagement sessions. That piece really came through as a really big priority. We needed to make sure that the space really supported that.

Dan Reeve: Right, so one of the key foundations of the new space was this idea.

Carly Hall: Absolutely.

Dan Reeve: Let's go to one of those principles, then. How does the new health center offer authentic learning experiences? Maybe you can ... we'll get to a few examples but authenticity is that thing where students feel, and the faculty, and staff feel that what they're doing connects in a very tangible way to what they might do in their field. Can you talk a little bit about that?

Carly Hall: Sure, yeah. Few examples come to my mind. We certainly have several spaces within the building that really mimic the real world. One example is the healthcare simulation labs. So they are not within the real world. They mimic the real world, they simulate the real world. But, it gives students a chance, particularly in healthcare programs, to try things out.

Dan Reeve: Right.

Carly Hall: We can actually put them into somewhat risky situations that we could never put them in in real life.

Dan Reeve: Of course.

Carly Hall: It allows them to practice that before they're in a situation that they have to respond in. Another example is the early learning and care. We'll have a lab that can actually be used as a childcare facility, so we could actually have children from the community come in and work with our students in that setting that is exactly like a childcare center.

Dan Reeve: Right. They're getting that hands-on experience and all of the things that can go sideways but in a very safe for everyone kind of environment.

Carly Hall: That's right. Absolutely, yeah.

Dan Reeve: Okay. Can you describe any of the other learning spaces and how they designed to incorporate other learning ideas or Applied Learning concepts? You've mentioned a couple of spaces. Yeah. Are there other learning spaces you'd like to talk about and how they apply to those learning principles?

Carly Hall: Sure, yeah. Let's start maybe with the classrooms, which I think is often what we think of when we think of learning space, although it's not the only space, but the classrooms were designed to support Applied Learning.

Carly Hall: They're quite large classrooms. There's very flexible furniture, so the tables have flip-tops, for example. They're on wheels, they roll out of the way very easily. The chairs are quite light, so they're easy to move, to stack. So what we heard from faculty and what we heard from students, too, is that they like to be able to be in different formats within the class. Within the same hour-long class, for example, so maybe the teacher starts with some group orientation around an Applied Learning activity that might be done as a group.

Carly Hall: Maybe all of the students are in more of a lecture format. Maybe they, then, move the tables and chairs within a couple of minutes into small group work or small group pods where they can work on a particular problem, for example, something like that. Then, the IT is really well-integrated as well and it's on different walls, for example, so there's no front of the classroom, so trying to move away from that real focus on the instructor being the front of the classroom and that real lecture format to support other options.

Dan Reeve: Can I just ask you because in other ... the idea of getting students to experience things and then, reflect on this Applied Learning fashion, I know ... having worked with some of the folks on various committees to make our classrooms more flexible, what was it like to start from a blank slate?

Carly Hall: It's pretty nice to be able to have that option, so we were ... I would say we had some experiences that we could draw on. We had feedback from staff, and faculty, and students in terms of what they wanted.

Dan Reeve: Right.

Carly Hall: We had some learning from the concept classrooms, for example. What was working in those spaces that we wanted to replicate, maybe what wasn't working and we wanted to look at adapting. There's also a lot of research out there about what works to support Applied Learning and the student experience. We drew on all of those to form some priorities. Of course, we were working within a budget and a very tight schedule. So we did have some constraints we had to work within.

Dan Reeve: Right. Well, did you look at any other ... were there any other colleges you researched across the country where you [inaudible 00:11:11] ... "That was a great model. We should mimic some of these," or, "That didn't go as planned. Now, the college is having to redraw the… whatever"?

Carly Hall: Yeah, that's a great question. We did visit several other colleges across the country, so primarily in Vancouver and Edmonton. Then, between the Dean and I, we did see some others as we were at meetings and that kind of thing. I would say the vast majority of colleges are in a lecture format.

Dan Reeve: Right.

Carly Hall: We saw a few where they had very intentionally designed the space to be very flexible and the person touring us around said it never moved. It's always in rows of seats facing the front. There are some models ... I know McGill, for example, has done quite a bit of research in this area and has some different models for how they set up classrooms. I haven't seen it myself, but I think there are some other examples out there that we can lean on.

Dan Reeve: Right, yeah. It feels to me like ... just more broadly, outside of HHS but across the whole campus, when you walk into a classroom as an instructor, the first time, maybe you're scoping out your room, one of the challenges you face is: “How can you make the tables?” Simple, basic structural stuff: “Where's the projector? Where's the computer?” and “How easy will it be to make those shifting?” Because, if you're in, say, a layered classroom, even a newer building like Fischer 100, it's a great space, except that it's one-directional.

Carly Hall: Right, so it's great for that one purpose.

Dan Reeve: Yes.

Carly Hall: It's not flexible for any other.

Dan Reeve: Or, it takes a lot of jerry-rigging to make it something else.

Carly Hall: Right, yes.

Dan Reeve: Yeah, okay. Well, you can expect to see me trying to get my classes to ... actually, is there anything besides HHS that's going to go into the new building?

Carly Hall: It's certainly possibly, so the classrooms ... of course, this building is a Camosun building, but I understand that the priority will be given to HHS programs to be within that space partly because the labs are in there. There's issues around proximity-

Dan Reeve: Right, right, right.

Carly Hall: But it certainly doesn't mean that others can't use the space. Yeah.

Dan Reeve: Okay, so this carries right to the next question. How are learning spaces set up to encourage and, let's say, discourage and structure development in AL? In this building, how are they set up to making structures that are accustomed to the culture of Applied Learning to maybe take the next step?

Carly Hall: Well, I'm hoping that things like the way the classrooms are set up, that I don't expect you will walk down the hall and see every classroom left in the traditional lecture format.

Dan Reeve: Right.

Carly Hall: I'm hoping that that will even be a visual cue that there are other options for how you use the space. I think that we also know that learning doesn't end at the classroom door and so, another big focus in this building was providing spaces for students outside of the classrooms.

Dan Reeve: Right.

Carly Hall: I think that'll also help support particularly that reflection piece of Applied Learning. That, as students are leaving the classroom, I'm hoping that they will, then, sit down in couches that are in the hallway and chat with their colleagues about that past experience: “What did you learn?” I'm expecting it'll also provide a lot more natural connections of students between programs. Those incidental connections: "I overheard you talking about that. We did something similar."

Dan Reeve: Right.

Carly Hall: That adds to that interprofessional education and just learning a bit more about one another. Ultimately, that certainly benefits the healthcare and the social systems in our society as well as ultimately the patients, some of the clients.

Dan Reeve: Okay. One last question, and I haven't prepared you for this question, but I want to ... I think many people are really excited to see the HHS building. It's going to be amazing, it's going to be gorgeous, it's really got a lot of what ... a lot of folks have been talking about it in terms of the ideal space. How do you imagine...? If HHS is one of those disciplines like, say, for example, culinary arts where Applied Learning is really ... it's not

new or novel. It has really been baked into the way that it's been going for years. How do you imagine a way of extending that culture of: "This is how we teach, this is all of the tools we teach"? How do you imagine extending that culture and that knowledge across different disciplines?

Carly Hall: Yeah, that's a great question. I think while Applied Learning has certainly been a foundation, I would say, within health and human service programs for a long time, there are other things that we can do. I think there's a lot of potential to learn from one another. For example, we have some faculty who are doing really innovative things in the classroom. Of course, that was traditionally more of a lecture-style course, but it brought Applied Learning into the classrooms, so maybe a role play, for example, that's in a ... what was more of a traditional lecture or content-focused course. I think those ideas often come from people outside of our discipline. It just helps us to think of it differently about how we might be able to do things. Another great example within this new building is the teaching clinic, which will help to mimic the real world but also provide services to the public. So, where a program that we're hoping to offer, the ultrasound program, that has been designed with the ... part of the clinical experiences students get is actually within the teaching clinic right on Camosun property similar to the dental clinic that-

Dan Reeve: Right, right, right.

Carly Hall: ... we have here, for example. That model where students are supported by faculty to provide a service to the public. Again, it's something that I realize it might be unique to Health and Human Services, but I think there is some potential with other schools or other disciplines across the college to see how we might be able to share the space and provide an experience for students that is authentic, regardless of whether that's within the Health and Human Services or some other discipline.

Dan Reeve: Right, alright. Any last ideas or comments regarding Applied Learning and the new building?

Carly Hall: I don't think so, I think maybe I'd just say that the ... it really excites me to see the ... I think the student experience will be really impacted by this fantastic building.

Dan Reeve: Alright. Well, we're looking forward to see it open. Thank you very much for your time, Carly.

Carly Hall: Alright, thank you.

Dan Reeve: That wraps up another episode. Thanks for listening.