

The final 30% project

Refreshed in 2018, Ontario's [co-op curriculum](#) now adopts the language of [overall and specific curriculum expectations](#), learning goals, and success criteria. How has the co-op course evolved in practice? How will it continue to evolve in a post-COVID context?

This summer, GTACEA asked Ontario co-op teachers to share their [approaches to the final 30% project](#), post COOP-18 & COVID-19. Respondents shared that an effective project is

1. accessible and manageable for all learners
2. relevant to all students, regardless of chosen pathways, including those in SHSM and OYAP
3. demonstrative of student learning throughout the course and beyond
4. aligned with Ontario curriculum guidelines and expectations, including [education and career/life planning](#) and [experiential learning](#)
5. practical as a tool for future personal, career, and post-secondary pursuits

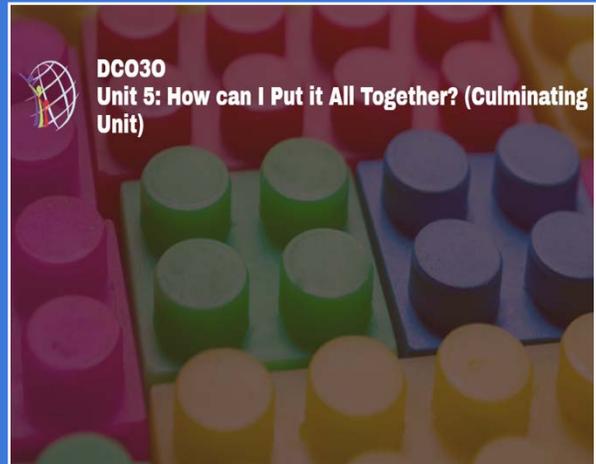
Survey results also confirmed that **student co-op portfolios** remain an extremely popular and effective medium for demonstrating evidence of learning in a final project. COVID-safe [digital portfolios](#) can address all of the criteria listed above. They challenge students to refine their digital literacy skills while building their own life-long scalable and customizable repository of learning. The [experiential learning cycle](#) (participate, reflect, apply) can drive [diverse forms of reflection](#) throughout the portfolio and students can **apply** their learning to influence their decisions and actions in various aspects of their lives. Digital portfolios empower students to establish a personal and professional brand. Content from co-op portfolios can populate students' Individual Pathways Plans and can be repurposed when students apply for volunteer, employment, and/or scholarship opportunities. Portfolio artefacts could include

- a demonstration of acquired skills (B2)
- an updated resume (A2)
- an exit interview (A2)
- reflections on acquired SHSM and/or OYAP certifications (B2)
- a retrospective reflection on [health safety and wellbeing](#) at the workplace (A1)
- evolving goals and post-secondary plans (B1 and D1)
- retrospective insights on past reflections, logs, and the co-operative education learning plan (B1)
- explicit links to the related course
- a process narrative for an innovation/design thinking project (C1&2))
- a guide for future co-op students (D2)
- many other possibilities

In a post-COVID context, an end-of-course showcase of digital portfolios or a 'career fair' could be achieved digitally through video presentations, synchronous video conferencing (if aligned with board policy) and/or by publishing student projects (with consent) in one shared digital space.

Below are some examples of co-op final 30% projects:

The **Brightspace D2L** course shell for DCO30 provides a COVID-safe distance learning model. Aligned with the 2018 guidelines, tasks are designed to meet overall expectations from all four strands of the stand-alone co-op course. Learning goals and success criteria are also attached to each activity, including Unit 5, *How Can I Put It All Together...and What is IT anyway?* This culminating unit “checks the boxes” effectively as a final 30% project.



Overview of Unit:

Using information gained throughout the co-op experience, you will prepare for future endeavours as you reconsider your portfolio and apply to your next opportunity: a part-time job, volunteer placement or internship. You will communicate your learning to your co-op mentor through a letter of appreciation, and will apply your learning through the creation of a “Co-op Guide” to assist with the orientation of future co-op students to the experience.

Activity 1: Summative Task: Accentuating My Accomplishments!

Activity 2: Summative Task: My Best Advice

Available in: English (French version requested)

Access Instructions: Follow your board’s steps for accessing a D2L course. Connect with your board’s Tech Enabled Learning Teacher or Co-operative Education Consultant for more information.



Many schools and boards are using either [myBlueprint](#) or **Xello** (formerly Career Cruising) as a student platform for education and career/life planning. Students can incorporate such digital tools to support educational, personal and career connections.

Thanks Melissa Wilson-Clark & Beth Hunter at St. Mary CSS, **DCDSB** for sharing your [version of the myBlueprint project](#).

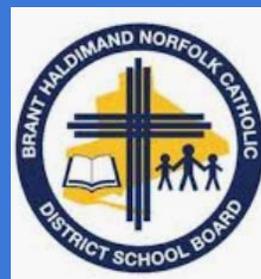
Available in: English and French

Key features: built-in IPP portfolio, personal inventories, course planning, post-secondary, and career exploration, goal setting, mental health and wellbeing, financial literacy

Access: connect with your guidance and/or student success team to learn more about these or other career exploration platforms used at your school/board.

The [final 30% model](#) shared by the **BHNCDSB** includes a [career research component](#) as well as a great list of possible artefacts for the co-op portfolio which can be scaled to meet the needs of diverse learners.

Thanks Carmine Romano from **BHNCDSB** for sharing.



A unique final artefact is the [vision board](#) which can help keep students motivated and determined to make their future a reality. With the use of key words and creative images, students focus on a purpose and identify what they want out of life. They can create digital vision boards with Google Slides, Docs, Drawings and Book Creator. This project will help them achieve their career and dream goals.

Thank you, Bonnie Hussain at the **HDSB**, for sharing.

Kawatha Pine Ridge shared an [assignment](#) which includes a nice list of media options for students to curate their learning. It also meets the goal of offering engaging and diverse tasks that reflect student pathways and career interests.

Thank you, Kimberly Leger, at **KPRDSB**, for sharing



Hamilton District Christian High School's [summative project](#) for co-op related to a curricular course and for DCO30 offers students lots of voice and choice and outlines a great sample critical path for completing assignment tasks

Thanks Richard Van Egmond at **HDCHS** for sharing

TCDSB examples include a [nice list of media choices](#), a [reflective task](#) that focuses effectively on essential skills, and a [post-secondary research activity](#).

Samples were developed by Rocco Lamanna and Joanne Hawco Thanks James Mackasey at the **TCDSB** for sharing.





Le Conseil des écoles catholiques du Centre-Est shared a [two part project](#) which includes a [promotional pamphlet](#) and directed analysis of the placement. Curriculum expectations and success criteria are outlined nicely on [this rubric](#)

Thanks to Sylvie Riopel from **CECCE** for sharing

The YCDSB shared a [portfolio assignment using Google Sites](#), where students organize their course artefacts on pages representing each of the four-step inquiry process questions for education and career/life planning

Thanks Lou Paonessa, Siobhain Bondy, Frank Nardi, and Kevin DeFreitas at the **YCDSB** for sharing.

