

Dan Rees : We're talking about reflection. And by kind of placed into a little bit and we will spend a little more time here. What reflection provides done to consider they completed any particular cycle of any Applied Learning activity

Steve W. D. : One of the big things the big segments make them largely do here at the college is help them be successful. We want to be more independent, they should be able to be retained, be employed, and be capable than the people that have not been through a program as soon as it comes to reflection, we want them to recognize the complex and the dynamic of it in general, as I mentioned earlier, we by the way, it's about society, it's about global economics, and North America, the ease we have is because each faculty member gets to go. So I'm going to say "Why am I doing ... why am I in this business? Is it a paycheck?"

effectiveness with the course, and kind of briefing, a preamble for the following assignments

Steve W. D. : So it's an ongoing process and for a while we did have final technical exams. We have a final practical assessment. Then the final piece of the whole is an ITA certificate, a qualification exam. e

Dan Reeve : Okay. Putting this in the context... it's like there is a continuous and effective high level in cycles but daily assessment effective impact the Applied Learning cycle?

Steve W. D. : We're trying to be as realistic as we can be. And it's mainly about the learning, because we're... As well as applying a learning landscape or a learning environment for us, we adopt the size of the initial. So we... I don't know "combined" is the right way to be, certainly we take into consideration that we're delivering a size of the initial and all the parts to bag017D[its

about their experiences. This is one of the things
again, and about the technical training they're getting, it's skills so
the skills, the communication skills, the leadership skills

See W. D. : We've gone really into the hands and feet from
an area case, don't expect them to have big leadership skills
but that's not the case and for a while as has
commanded a job leadership and they're the kinds of
things and then we've been much more cognizant of being the and
having the cost to it but that's not the case for the cost
What is that makes this ... that gives the expectation makes
expect this more than the

Dan Reeve : Right Right

See W. D. : We've found that to be available.

Dan Reeve : Right So this is ... being supported here. While it's important
to be in the chain, but there's also skills being a part,
reflecting on behavior, being able to do a job that makes
learn from them.

See W. D. : That's right

Dan Reeve : And then learn from them

See W. D. : That's right

Dan Reeve : Success and failure. So I think that's important to have that. The
skills are all the science.

See W. D. : Ability

Dan Reeve : You've got to have it. I've got to have it. You do have it and it's
evidence of it. One of the things that we have to have
demonstrated that science.

See W. D. : Yep Yep And be able to recognize it and be able to reflect on it" Okay as I
mentioned. Did I take a bunch? Was it (n10.62) (h -0.011 Tc 0.0Tc 0.0-2.6(e)10..3(e4)0.0Tc(d)-
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back and say "I know did I from the best that I could do by have done?"

Dan Reese : Okay. And this is going to be a little bit weird, because discipline is really about his. So the discipline may not be the same as the discipline that we use in an Applied Learning program. And then when we say "And then when we say 'we are going to have a connection between the two' so the 'why' and the 'how' are separate ideas when we are teaching something."

Steve W. D. : Mm-hmm (affirmative). I think it's relevant if we go to discipline, then because we have a lot of students and say "Can you teach me it?" Give it to me, and then I'm going away. We have really good people in the field, the coming to the K-12 system. It's a good idea to be able to learn and say "We are going to teach you, then you go to work, you give a demonstration of all the dishes we are trying to do. And we are going to accept your teaching, and we have shaped it around that. It's a concept that is happening, and it's shaped to that point of view. How important is it to you?"

So it really is a case where we have been entrenched in Applied Learning, and we have to change it. As they come high at the level, then we enforce it. It's already there.

When it comes to the "how", it's really about the affirmation that it is that they have been. It is more than just technical skills for a job. One thing that we have to emphasize is that the best chefs are not the best cooks, because they don't know they don't know.

If the skills are not there, it doesn't matter how good you are as a technician, if you don't understand how to use it, and how to use it in a safe way. So the skills that we can bring to the table, we know that in a budget that is possible, then skills are kind of hard.

And it's interesting. There are people that know a lot about the medical class

the paid program's side, but the skills she
abilities will be. I had to be.

Steve W. D. : The idea of learning about is endless. There's such a lot to be
When you talk to the chefs in the kitchen, they'll tell you they'll
learning, day in and day out. So that's where I think the idea really
enforcing it on them, and then actually telling them, and getting them to
recognize the fact that this is Applied Learning, and it will benefit in many
ways than just a technical job.

Dan Reeve : Right. Right. Beyond the technical stuff.

Steve W. D. : Yes

Dan Reeve : No, it's not designed directly. Does it
differentiate with a curriculum?

Steve W. D. : It becomes generally speaking, it becomes about the financial implications
when we're dealing with it... I mean, a program is called Personal Co,
before by name, personal is learning a living from it and
generally speaking, making a fit

Dan Reeve : Right

Steve W. D. : So the idea of emphasizing the financial side of that and how to
make it work. get the message from that. With companies
that are necessary to the business. They'll be looking at
budget. They'll be looking at the budget, and they'll be
trying to maximize their resources. They may be.

But when we're looking at companies, we're also looking at
the employer. The employer is the one creating the main
concerns are available, it's about the company
building exercises. It's about creating connections and making them be

Steve W. D. : I guess things... I'm a big believer in lean manufacturing, and I think the idea of things going to waste is a bad one. The idea of things going to waste is a bad one. The idea of things going to waste is a bad one. The idea of things going to waste is a bad one.

So I think it's probably the single biggest factor there, and that's not easy to fix. And again, that's for people. People are going to be made to feel bad about making mistakes and being expanded on that. Can you see things and hate every side and every side that makes a mistake? Mistakes are mistakes.

Again, this is a safe place to make mistakes because this is where we can look at them. In the industry, we're... they do the real money, but they're not able to be able and get a paycheck from the business. When you make a mistake, it's on somebody else.

We're built that in. That's what it is. It could be a little bit of a pity if it's peering... somebody's still making somebody's taking a long time to learn the skills that could mean their job.

Dan Reeve : So kind of that ability to knock.

Steve W. D. : Yeah.

Dan Reeve : Of that. Make mistakes, don't lean from them, don't reflect to them now.

Steve W. D. : Yep.

Dan Reeve : So when the fire... it's all about the ideal, but you have to think about it and not talk high it but to end to make less.

Steve W. D. : That's right.

Dan Reeve : Okay, what do I say in the feedback loop, you'd say... and we kind of touch on this a little bit, but from the size end, but high an applied Learning activity and be like... you're high school, do they get to be? What's that like?

the help that should be given. They can do
inmeable times and then the black can be we see's no fan
assessment that

Steve W. D. : Then at the end of the game, the is a practical assessment and a technical
exam as a platform for the, and then what ... is informal, but
the instructor will take the student to the game, and if they have a
inspired will show and have a better level of success
in the student basically highlighting the good points and the bad points
anything in the middle.

Dan Reeve : So, I'm going to flip this a little bit. So, the I think me
ing ideas that I think people probably do like
myself might be said to be the emphasis on the deeper
connection to the history. Some of the original
evidence done that Applied Learning activities sleep tents

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See W. D. : Spi 'tan oging excis, and I certainly ~~to~~ anticipate ing batmch
fiberasme o.

Dan Reee : Exellent Thank ~~you~~ much for ~~me~~. Very ~~informa~~te, and ~~ey~~
highly Apciate it

See W. D. : Some ~~to~~ -