

Educational Development Dossier

# **Doris J. MacKinnon**

January 2021

## Doris Jeanne MacKinnon, PhD.

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## Biographical Background

I returned to post-secondary education as a mature student after working in the public and private sectors. I am a committed and passionate lifelong learner who is actively involved in a wide range of scholarly activity including research, publication, editorial work, graduate supervision, instruction and educational development. My educational development interests and experiences are broad and reflect my commitment to global citizenship and equality through education.

## Educational Development Philosophy and Methodologies

### What I believe about educators

*Successful educators have high levels of self-efficacy and emotional intelligence. They demonstrate a belief in lifelong learning by establishing a regular practice of self-reflection and by pursuing ongoing and meaningful professional development. They possess affective qualities that enable them to connect easily with learners and with colleagues. They believe that every learner has the capacity for creativity, for innovative thinking, and for success as they envision it.*

### What I believe about learning

- ✚ Learning should be **experiential** – throughout the learning process, the learner is actively engaged in posing questions, investigating, experimenting, solving problems, assuming responsibility, being creative, and constructing meaning
  - Practical examples: lectures; in-class exercises; reality-based case studies; service learning; simulations; journaling; problem sets; case studies;
  
- ✚ Learning should be **inclusive** – incorporates into course design the ideology that all students should have access to meaningful participation in learning with curriculum that respects diversity of identity, experience, circumstance, and culture to ensure equality of opportunity
  - Practical examples: student consultation in course design; delegated control; self-reflection; technology for enhanced learning; collaborative learning; adapt for visual, audio, kinaesthetic learning preferences; scenarios; incorporate variety of conceptions of learning;

- ✚ Learning is **holistic** – engaging students in the personal and collective responsibility of the “whole growth” of a learner through the development of emotional, social, physical, creative, intellectual and spiritual potential
  - Practical examples: self-assessment; peer review; team-based exploration of learning styles; collaborative community learning; service learning; problem-based learning; active listening; critical analysis of social constructs; self-reflective practice; place-based learning;
  
- ✚ Learning should be **self-regulated** – students take ownership of, plan, monitor, evaluate and reflect on their own learning
  - Practical examples: student engagement in manipulating, analyzing, evaluating ideas; group discussion; debates; concept questions; service learning; student-led team projects; virtual learning;
  
- ✚ Learning should be **learning-centred** – rather than “student-centred” the strategy is determined by the type of learning that is desired
  - Practical examples: project-based learning; inquiry-based learning; case studies; service-learning; virtual learning; scenarios; simulations; lectures;
  
- ✚ Learning should be **relational** – relationships are developed and nurtured: learner to self; learner to others; learner to their world
  - Practical examples: self-reflection; service-learning; place-based learning; field trips; peer review; peer support projects; student-led discussions; critique;
  
- ✚ Learning is **never complete** – learning is a way of life that encompasses passion, engagement, curiosity – educational development consultants should seek to inspire lifelong learning!

## Evidence of Practice - Educational Scholarship

### Philosophy

I believe fully in my university’s graduate pledge of “using my knowledge, experience and skills to the best of my ability for the well-being of my community and for the advancement of learning and the public good.” Years ago, when I accepted my first contract to instruct at a post-secondary institution, I immediately volunteered for several initiatives, including student conferences, new student orientation sessions, and school committees. Since then, in my various roles as instructor, learning designer and program development lead, I am consistently a highly productive team member who demonstrates a recognized ability to work effectively with a diverse group of learners and to contribute positively to my work teams. I am a life-long learner and contributor who consistently serves as a volunteer on community boards and on committees on my campus. I contribute regularly to professional development conferences, scholarly publications and community initiatives.

### Conferences (Select)

- “Conversations of the Heart: The Public Face of the Private Persona.” Congress 2019.
- “Virtual Reality and Cooperative Trades.” Victoria, S’tenistolw Indigenous Adult Education Conference, 2017.
- “The Big Bang Theory of Learning.” *CICan Inspiration Conference*. Quebec City, Quebec. 2016.
- “The Big Bang Theory of Learning.” *The Teaching Professor Conference*. Washington, D.C. 2016.
- “Indigenous History: Research Methodology.” *Congress 2013*. Victoria, B.C.

### Publications (Select)

“Isabella Clark Hardisty Lougheed.” *Dictionary of Canadian Biography*. Toronto: University of Toronto Press and Les Presses de l’Université Laval, 2019.

“Review of Tim Foran’s *Defining Metis: Catholic Missionaries and the Idea of Civilization in Northwestern Saskatchewan, 1845-1898*.” *Canadian Journal of History*. August 2018.

*Metis Pioneers: Marie Rose Delorme Smith and Isabella Hardisty Lougheed*. Edmonton: University of Alberta Press, 2018.

*The Identities of Marie Rose Delorme Smith: Portrait of a Métis Woman*. (Regina, Sask.: University of Regina Press), 2012.

### Memberships

Canadian Historical Association ▪ Women’s and Gender Studies et Recherches Feministes ▪ Western Association of Women Historians ▪ Society for Teaching and Learning in Higher Education ▪ Canadian Association of Instruction Designers

### Evidence of Practice - Professional Learning and Development

Master of Education in Adult Indigenous Education  
Teaching Assistant Workshop  
Instructional Skills Workshop (ISW) Certificate  
University Teaching Certificate  
Excellence in Online Instruction

### Evidence of Practice - Educational Service and Leadership

Associate Editor, *The Canadian Journal for the Scholarship of Teaching and Learning*  
Graduate Supervisor, *Yorkville University*  
Strategic Leadership Team, *Red Deer College*  
Board Member, *Lifelong Learning Council of Red Deer*  
Research Commons Workshops, *Red Deer College*  
Associate Dean Meetings, *Red Deer College*

### Evidence of Practice - Leadership in Educational Development

#### *Indigenization: Educational Contexts*

How do we incorporate the Truth and Reconciliation Commission’s Report and Calls to Action into our course content and into how we instruct? Through examination of the residential school experience of Canada’s Indigenous Peoples, Indigenous pedagogy and the United Nations Declaration on the Rights of Indigenous Peoples, students gain further understanding of this important component of education. They also explore contemporary and historically significant documents that influence adult and higher educational contexts.

#### *Trauma-Informed Educator*

Trauma-informed practice by educators and caregivers can inspire critical improvement in learners affected by trauma. Designed for individuals who work with children and youth in learning environments such as childcare centers, support programs and traditional classrooms, this program develops practical

skills to implement in the learning environment. Working with case studies, course readings, and class discussions, students develop the skillset to ensure learners impacted by trauma have the best opportunity to succeed.

#### *Workplace Language Skills for Newcomers*

In this program, as CLB level 3-4 learners, students engage with safety procedures in Alberta's commercial environments. Through activity-based learning, students develop English language customer service skills in high demand sectors. Each lesson includes a combination of listening, speaking, reading and writing formative and summative assessments.

#### *Non-Profit Management*

This program is designed to provide students with the skills and knowledge needed to effectively supervise and manage employees and/or volunteers in a non-profit environment, while gaining a greater understanding of how they manage "self." Whether new to management in the non-profit sector or an experienced supervisor, students will benefit from this program by learning the practical skills necessary to succeed as a leader in this unique environment.

#### *Health Care Aide*

The Health Care Aide program prepares students to be a member of a health-care team in a variety of settings, providing a high level of front-line care to clients in need of assistance. Working with the Health Care Aide Alberta Health Services Curriculum, this was transitioned for blended online, lab and practicum delivery.

#### *Renewable Energy Management*

Through case studies, class discussions, simulations and project based learning in a fully functioning lab environment students gain a comprehensive understanding of renewable energy solutions and project management, while developing practical skills for assessing best practices in the design and delivery of renewable energy solutions in geographic and climatic conditions specific to Alberta.

#### *Health Care Practice and Management for International Nurses*

This program prepares Internationally Educated Nurses to integrate their prior education and assume management or leadership roles in the dynamic Canadian healthcare environment. In this comprehensive and applied two-year program, learners enhance their theoretical nursing knowledge and clinical nursing skills within the Canadian context. The importance of critical thinking and significance of cultural diversity are both emphasized. Graduates also gain valuable strategies for completing the regulatory examination process for professional certification in Canada.

#### *Twentieth Century Canada*

In this course students explore the impact of industrialization on Canada and Canada's role in international affairs in the 20th century through topics such as Canada and the two World Wars, the growth of federal power, Canada as a northern nation, Quebec nationalism, Western alienation, diversity, Indigenization and social movements.

#### *Canada to 1867*

In this course students explore Canada's colonial era; the discovery and settlement of the regions that would be united in the Dominion of Canada in 1867; the development of social and political institutions. This course and HIST 374 provide a complete survey of Canadian history and serve as a foundation for senior and advanced courses in this field.

# Evidence of Practice - Educational Development Materials

A	B	C	D	E	F
<b>COURSE LEARNING OUTCOMES</b>	<b>TOPICS</b>	<b>INTRODUCTION</b>	<b>READ</b> <b>WATCH</b>	<b>LEARNING ACTIVITY</b>	<b>ASSESSMENT</b>
<p>What will learners know and be able to do? Approved course outcomes can be found on the Curriculum Element Sheets and match the course outcomes used in the course outline.</p>	<p>What must the student understand to demonstrate the intended course outcome?</p> <p>Topics/Concepts come from the approved curriculum element sheets. Please note, this is not a driver of the course, your course outcome is. You must identify the alignment between a module/unit/week/topics to the course outcome</p>	<p>Include a 'hook' for the student to get them engaged. This can be a picture, a quote, a short clip, comic, real life scenario are examples of hooks. The hook grabs the attention of the learner and provides curiosity and or motivation to continue. The hook relates to the course topic/concepts being covered. Then include a brief summary of the course - describe what the student can expect.</p>	<p>Content can come in various forms that can be covered by: video, articles, text book readings, etc. The goal is to make sure the content provided aligns back to the topic/concept and identified course outcome(s) from the course curriculum element sheet.</p>	<p>Require the learner to practice and receive formative feedback in order to be successful in meeting the outcomes. Examples can range from peer online collaboration, individual discussions, group work, practice activities, blogs, etc.</p>	<p>Assessments formally evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark (like a course outcome) usually have a high point value. Examples of assessments include: a midterm exam a final project a paper or a portfolio.</p>
<p>CLO 1 Discuss how the Calls to Action impact the content you currently teach and the way you teach it. C2 CLO 2 Explain critical pedagogy. C2 CLO 3 Examine the residential school experience of Canada's Indigenous Peoples. C4 CLO 4 Identify and acknowledge your knowledge, biases and beliefs about residential schools in Canada, colonialism, and current issues impacting Indigenous Canadians. C2/A1 CLO 5 Explain Canada's responsibilities as a signatory of the United Nations Declaration of the Rights of Indigenous Peoples. C2 CLO 6 Describe Indigenous pedagogy. C2/A1</p>	<p>Truth &amp; Reconciliation; Treaties; Royal Proclamation; Calls to Action; Indian Act; Critical Pedagogy;</p>	<p><b>Our collective history:</b> In 2008, the Truth and Reconciliation Commission of Canada was established by the parties of the Indian Residential Schools Settlement Agreement. Its purpose was to document the history and lasting impacts of the Canadian Indian residential school system on Indigenous students and their families.</p> <p>At the Truth and Reconciliation Commission of Canada's (TRC) Traditional Knowledge Keeper</p>	<p>Watch: <a href="#">Treaties, Reconciliation &amp; Indigenous History in Canada (Curio.ca 54 minutes)</a></p>	<p>Questions to consider as we watch Treaties, Reconciliation &amp; Indigenous History in Canada from Curio.ca: 1) Historical revision - do you agree that history needs to be revised? 2) Do you think that most Indigenous people know their culture/history? 3) What do you think learning about treaties will do for us as Canadians? 4) How do we reconcile written treaties with understanding of treaties? 5) What might "spirit and intent" of treaties mean? 6) Why are treaties still so important for Indigenous people? 7) Can we have reconciliation without understanding our collective history? 8) Do all Canadians "own" our collective history? 9) Do you believe that change is happening right now for Indigenous Canadians? 10) What is</p>	
<p>+ [Menu] Week 1 (S) Week 2 (A) Week 3 (A) Week 4 (A) Week 5 (S) [Explore]</p>					
F	G	H	I	J	K
<b>ASSESSMENT</b>	<b>ADDITIONAL RESOURCES</b>	<b>CONCLUSION</b>	<b>TIME COMMITMENT</b>	<b>RECOMMENDATIONS (USED FOR COURSE REVIEW ONLY)</b>	
<p>Assessments formally evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark (like a course outcome). Assessments usually have a high point value. Examples of assessments include: a midterm exam a final project a paper or a portfolio.</p>	<p>Are there additional resources (content) provided for this outcome?</p>	<p>Insert a brief summary of what was covered in this module, how it fits into the course in general, and what the student can expect to find in the next module. This is also a good place to remind students about upcoming assignments, deadlines, etc.</p>	<p>Indicate the length of time required by your students to review and complete the material in this module of your course.</p>	<p>Suggestion for changes go here. For example, if the verb in the outcome does not match the assessment/activity planned to measure the outcome then jot that down. Or if there is an outcome that has no content attached to it you would jot that down.</p>	
	<p><a href="#">WATCH: The Blanket Exercise</a></p>		<p>REAL TIME (course identified readings, videos, blogs, synchronous class time: 251 minutes) ADDITIONAL TIME PER WEEK (to meet course requirements - 284 minutes)</p>		
<p>+ [Menu] Week 1 (S) Week 2 (A) Week 3 (A) Week 4 (A) Week 5 (S)</p>					

**Week 1**

Build Content | Assessments | Tools | Partner Content | T1

**Learning Path**

**COURSE LEARNING OUTCOMES**

1. Identify and acknowledge your knowledge, biases, and beliefs about residential schools in Canada, colonialism, and current issues impacting Indigenous Canadians
2. Explain critical pedagogy

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**TOPICS**

1. Truth and Reconciliation
2. Treaties
3. Royal Proclamation
4. Calls to Action
5. Indian Act
6. Critical Pedagogy

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**TIME COMMITMENT**

The estimated time to complete this section of the course is: 9 hours

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**OVERVIEW**

This week contains the following resources, activities, and/or assignments:

- 3 readings (45 pages)
- 2 videos (60 minutes)
- 2 learning activities (Discussion Board); (Video & Discussion Board)
- 1 assessments (Journal)

ram courses and course-specific assessments (See individual course outlines for more information)

PLO #1: Demonstrate proficiency in speaking, listening, reading and writing of English	PLO #2: Identify concepts and principles of therapeutic communication	PLO #3: Apply, as a leader, knowledge and skills needed to practice collaboratively with other health professions within context of caring for individuals, families and communities	PLO #4: Demonstrate skills and techniques in conducting physical examination	PLO #5: Discuss professional standards, scope of practice, code of ethics and competencies of positions on a health care team	PLO #6: Explain perinatal assessment and care, and recognize and address complications associated with pregnancy	PLO #7: Apply nursing process to assess, plan, implement and evaluate clients/patients recognizing variations across the lifespan	PLO #8: Apply pharmacology knowledge and demonstrate safe medication administration	PLO #9: Explain the legal, ethical and interpersonal considerations of mental health nursing and describe nursing care in dealing with clients with mental illness	PLO #10: Demonstrate test-taking strategies and enumerate regulatory requirements for licensure in different Canadian jurisdictions	PLO #11: Utilize concepts and theories of caring and client centred care in professional nursing practice with individuals and families with varied lived health experiences	PLO #12: Apply the of professional resp accountability, cari empowerment, aut advocacy in nursing with individuals an
x	x								x		
	x	x									x
				x		x	x	x		x	x
		x		x					x	x	x
				x					x		x

## Peer and Administrator Feedback

### Leadership in Curriculum Development – *Indigenization: Educational Contexts*

#### From the Learning Designer:

When passion and purpose come together it results in an extraordinary opportunity for change. Congratulations, Doris. This course meets and in many areas exceeds the required essential Flexible Delivery Quality Standards at Red Deer College. It has been inspiring to work alongside you and watch you strive to create meaningful and purposeful online learning assessments and activities such as setting up the debate panel format and creation of a collage using various web 2.0 tools as options. The videos, resources, and opportunities were all selected and created with careful purpose and intent. There is no doubt that this course will have a ripple effect for years to come. It was an honour to work alongside you. Thank you for allowing me to be part of such critical and important work. This is the work that matters most. Thank you for all that you have done and continue to do in the area of Indigenization.

- **Interactivity and Instructional Strategies:** Journals, Discussion Boards, Google Tools, and Collaborate Ultra are examples of tools used to help promote and encourage interactivity allowing learners to reflect, practice, and engage. This supports learner to learner, learner to instructor, and learner to content interactivity. Designed opportunities as mentioned above facilitate deeper understanding of the content.
- **Instructional Strategies:** The Course Developer had designed the course applying approaches to learner centred course design and several instances where Universal Design for Learning principles are applied. For example, multiple means of representation, engagement, and choice are present in the following activity. “Consider your course resources as you reflect upon the effect of colonial policies in Canada and how they have affected the lives of Indigenous peoples and our collective history. *Using a free digital tool such as Powtoon, Popplet, or Videoscribe*, create a collage that demonstrates your understanding of colonial policies. You should expect to address at least the following questions as well as any others that you have identified in your learning throughout the course.”
- **Varied Content:** Learners are provided with various types of learning resources to engage with including: videos, articles, language dictionaries, glossary of terminology, and visuals. Additional resources are provided and labeled clearly as “additional.” Resources are current and chosen to support and enhance the course learning outcomes.
- **Feedback:** The course is designed to collect feedback each week in order to be responsive to online learners as evident in the google exit card set up for each week.

#### **From the Educational Multimedia Specialist:**

- The course features a consistent layout that makes it easy to navigate
- Learners can move from the course to outside links and back again through appropriately linked phrases
- Meaningful naming conventions help to guide navigation throughout the course ie. (DB1) Discussion Board - Critical Pedagogy; (DB2) Discussion Board - Time Immemorial, etc.)
- The schedule clearly outlines the topics, readings, activities, assignments, and time commitments for each week in the course
- Course content is presented in coherent learning segments

#### **From the LMS Coordinator**

I have worked with Doris MacKinnon on a variety of projects here in the Centre for Teaching and Learning at Red Deer College. Some of the most recent include; the Human Resources Blackboard training course, Kitchen Management courses and her work on the ADHE Indigenization course. During our meetings I find Doris to be: well - organized, have a strong work ethic, methodical, and not afraid of trying to incorporate the latest technologies in her Blackboard courses.

During a recent audit of her Indigenization course - the team were pleased to see a variety of learning concepts used. These included:

- Use of the CTL on line learning template
- Planned Collaborate Ultra sessions
- Use of embedded videos to support learning
- A variety of journal and discussion boards created

- Case studies
- A finished gradebook with assignment rubrics

### **From the Administrator**

Thank you for stepping forward to develop ADHE 401 Indigenization: Educational Contexts. Your knowledge and expertise were critical to the successful development of the course. I will be following up to see if there are opportunities for this course to be delivered beyond the Adult and Higher Education Post-Diploma Certificate. It is a course I am interested in taking as well. As you followed the online course development process you worked with many other individuals in the CTL and the Library. The feedback you received by the course review team was exemplary.

- Thank you for your participation in multiple activities in the CTL, including attendance at Learning Designer meetings, participation in conversations connected to Indigenous engagement and services. I hope you will continue to participate in the Moving Forward Together meetings and the Indigenous Advisory Committee when it begins its work.

### Leadership in Curriculum Development – 20<sup>th</sup> Century Canada

#### **From the Peer Observer**

- **Observed Instructor Strengths:** overall, this class session was well organized, structured in an appropriate way, and the Learning Outcomes were achievable. Student engagement was significant. You provide clear verbal instructions for the class. The rubrics that you provided for students to fill out ensured that through the class activity the students were accountable for their time. A comfortable environment for learning and risk-taking has been established in this class (for instance, you opted for this type of activity versus a class presentation, as the stress of that might have impeded learning for some). You are able to effectively balance between teacher-led and student-led learning.
- **Observed Areas of Exploration:** really not much to offer by way of areas of exploration. This was a really effective class session and activity. I can make a couple of suggestions that would be only minor tweaks to your lesson planning

### Leadership in Curriculum Development – Post-Colonial Canadian History

#### **From the Peer Observer**

##### **1. Learning Environment**

- Role of the Instructor
  - Doris outlined the requirements for the day's lesson and expectations for the students.
  - Doris outlined expectations for the student assignments.
  - Doris provided effective and positive verbal and non-verbal feedback to students.
  - Doris was cognizant of time for the various parts of the lesson.
- Learner engagement: Active and interactive

- Students were in-charge of this lesson.
- The lesson was students presenting to one another with students critiquing one another's papers.
- Students were highly engaged during the peer review for their papers.
- Doris was able to engage students using a variety of low-level and high-level questions.
- Power-sharing
  - For this lesson, students led the learning.
  - Doris was very much a guide on the side.

## From the Administrator

Seven of the twenty students enrolled filled out the SFI. Even though that is not a high response rate, their feedback was so uniformly positive that it is clear that you offered a very fine learning experience. You received 100% positive responses on all eight of the numerically scored questions. The written comments and the two student emails included with your report were also very supportive. Well done on getting a peer observation from Brad McDiarmid. You asked him to focus on a few central aspects of your teaching. His report after observing a full 3-hour class concludes that on these and many other fundamental points you conducted a highly successful class, that you demonstrated skill in many aspects of teaching, and that you achieved what you set out to in this class. Learner-centred principles were very much in play in this class.

Throughout this course, you adopted a flipped classroom model and this provided very good success in fostering student engagement and in sharing power with your students. The consistent incorporation of the "Think Like an Historian" concept also appears to have been successful, and I applaud you for putting this into a local and more experiential context by incorporating the visit to the Red Deer Archives and the session with Chief Wilton Littlechild.

## Leadership in Client Engagement – ABC Bees

This project involved transitioning face-to-face curriculum for online delivery.

## From the Project Sponsor

Dear Doris:

I want to thank you and your team at RDC for the work you did for ABC Bees. Your professional product will increase beekeeping, which in turn increases bee populations and crop pollination, and will help feed the growing global population.

When I read the final report from {edited for privacy} I asked her if I could share the words with you. She said,

"Oh my pleasure! It was a wonderful experience and I am so happy for the friendships and partnerships that have been formed through this program, with yourself included.

Please share my comments with anyone you feel would benefit from seeing it. I meant every word!"

Here is an excerpt of her Final Report as it pertains to RDC,

"Throughout the development of the course, the rapport and skills of the team at Red Deer College and Apiaries and Bees for Communities was exemplary. It was a pleasure to work together and the quality and efficiency of work and communication was more than ideal. ...

More than 50 individual videos, both lecture and field work, were created for this program, creating the most extensive online course in beekeeping in Canada. We are very proud of the product that we have created.

.... We expect a [great] enthusiasm and uptake of the program that we have created....”

I, too, am impressed by the RDC team who helped to finalize the curriculum and quizzes, and create an interesting program of the lessons. You were all so dedicated and did such professional work. Thank you!

Regards,

*Edited for privacy*

Industrial Technology Advisor, Industrial Research Assistance Program (Prairies)  
National Research Council Canada / Government of Canada

## Informal Student Comments

Doris MacKinnon <Doris.MacKinnon@rdc.ab.ca>

*Edited for privacy*

Hi Doris,

I just wanted to personally thank you for such a great semester. I began the semester worried about History and ended it proud and humbled. I enjoyed your class so much. You are an amazing person and a wonderful educator. I have learnt so much from you and will continue to find interest in History because of you. I hope you have a wonderful summer.

Thank you so much,

Jessica

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Doris MacKinnon [Doris.MacKinnon@rdc.ab.ca](mailto:Doris.MacKinnon@rdc.ab.ca)

April 22, 2018 3:52:14 PM

*Edited for privacy*

Hi Doris,

Okay, thank you for letting me know! Also, thanks again for such an awesome semester!

Enjoy your summer,

Janalyn

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Fri 4/13/2018 3:06 PM

*Edited for privacy*

Presentation Slides

To Doris MacKinnon <Doris.MacKinnon@rdc.ab.ca>

Hey Doris,

Attached is my presentation for Tuesday's class. Thanks again for an amazing term. You have helped me rediscover my passion for history!

Cheers,  
Brandon

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*Edited for privacy* 4/10/18 7:36 PM

Hi Doris, I believe I successfully exported the file to PDF. However, please let me know if there are any issues with opening the file. I believe this is the final project I needed to submit. So, I would just like to thank you for a wonderful semester and for your enthusiasm and passion for this course. You were a fantastic teacher to have and I will be forever grateful for that. Thank you, Kallista

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1. [hx 377 self reflective paper.docx](#)

COMMENTS

*Edited for privacy* 6/14/17 4:15 PM

I am submitting my assignment. Thank you for your instruction in the class. I really enjoyed attending your sessions. I've had some really good instructors at RDC and certainly you rank among the top. The best of luck in all of your endeavors. With much respect, Claude.

From: *Edited for privacy*  
Sent: July-04-17 10:38 PM  
To: Doris MacKinnon  
Subject: RE: Final Exam

Hello again,

I gained so much knowledge and insight into the history of Canada in the 20th Century through the course and your instruction style and I am grateful to have taken this class.

Aftin

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*Edited for privacy* @yorkvilleu.ca>

Wed, Mar 25, 9:08  
AM (8 days ago)

Doris,

Thank you for revisiting the grade boundaries for unit one and two. It is much appreciated and speaks well of your commitment and professionalism. You are an example to me of a professional who is reflecting on their practice and taking action. Not everyone has those skills. I appreciate the lesson you have taught me in this action even more than the increased grade!

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*Edited for privacy* (via My Courses) <noreply@yorkvilleu.ca>

Mon, Aug  
17, 9:09  
AM

to Doris

Morning Doris,  
Morning and hope you are keeping safe. This is just to say thank you for all the mentorship and educative supports during the Research in Education course. I really learned a lot being a novice on information about research, it was really an educative journey for me. Big thanks. and do continue to stay safe.

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*Edited for privacy* (via My Courses) <noreply@yorkvilleu.ca>

Sat, Aug 22,  
9:42 PM (11  
days ago)

to Doris

Hello,  
I just wanted to take the time to thank you for your consistent guidance and patience throughout this course. I can't even begin to describe how much I have learned in this short amount of time, and I know it is fully due to your genuine care. I was (and am) a broken record with one too many distractions. I would have liked to take more time to fully absorb the information offered to me, and especially go through my assignment for proofreading and to make many, many, amendments. Although I know I could have done a much better job with the assignment, I can confidently say that I am leaving the course and left the assignment with a deeper sense of knowledge, and am intrigued to continue to learn more. I know I will be revisiting the textbooks and running docs of our class discussions in the near future - perhaps when the kids get back to school!  
Thank you for everything

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*Edited for privacy* <@yorkvilleu.ca>

Fri, Aug 21,  
7:08 PM (12  
days ago)

to Doris

Hi Doris,

I wish to use this opportunity to thank you for instructing and supporting me throughout this course. Your scrutiny has in no doubt imparted greatly on my success and I would appreciate it if you would be willing to guide and support me in my future endeavors. Also, I would like to know if I'm expected to correct and resend the assignment based on your feedback, please let me know.

Thank you for everything,

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*Edited for privacy* <@yorkvilleu.ca>

5:42 PM  
(2 hours ago)

to Doris

Hello, Professor MacKinnon.

Thank you for the feedback, and for jumping in to guide us in discussion.

I am spending my days pre-occupied with thoughts/ideas relating to this course, which is great; it is obvious to me that the content is relevant, right now, in my life.

I appreciate that the work, and your efforts to make it so, are engaging.

Respectfully,

*Edited for privacy*

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*Edited for privacy <edited for privacy@yorkvilleu.ca>*

to Doris

Hi Dr. MacKinnon,

I am delighted and ecstatic to be working with you. Truly an honour!

My draft proposal is of course... a draft. It needs revising and important updates.

I have set a deadline for December 14 for me to send you a revised, clean edit of my proposal.

Does this work for you?

I would love to connect with you over Zoom sometime between now and January 4 if possible.

Really looking forward to working with you on my major academic report!

*Edited for privacy.*

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*Edited for privacy <edited for privacy@gmail.com>*

to Doris

Hi Professor,

Thank you for the additional time, patience and effort yesterday. I've been meaning to thank you for selecting such engaging resources.

Because of my role, I have to do a great deal of added professional reading, so I really notice when someone has taken the extra effort to carefully curate texts that spark deeper inquiry.

I've greatly appreciated that your focus has been on broadening our understanding of research. You've certainly given me insight and inspired me to keep learning long after this course wraps.

Thank you again, I know teaching during a pandemic is deeply demanding labour, and I hope you know how much you are appreciated.

The conversations in this course's forums are much richer than others--your engagement and gentle nudging really paid off.

Take care,

*Edited for privacy*

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Edited for privacy <Edited for privacy@yorkvilleu.ca>

10:40 AM  
(27 minutes  
ago)

to Doris

Hello Doris,

I just wanted to thank you for your guidance through the course. I was feeling very out of sorts in the first unit or so - which you could see by my grades at the time. I was also concerned because I could tell my "worldview" is quite different than that of my classmates. I appreciated your very timely feedback, and I found your comments and direction very useful. Wishing you a Merry Christmas and best wishes for digging out of this current absurd snowfall! Thanks again.

Edited for privacy

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Edited for privacy <Edited for privacy@yorkvilleu.ca>

12:34 PM  
(39 minutes  
ago)

to Doris

Dear Professor MacKinnon,

Thank you so much for your feedback and thoughtful comments throughout this course.

I just wanted to share what a positive experience this has been for me. In the first unit, I began to wonder how I could possibly contribute to other students' knowledge in an area like research, where the vocabulary seemed abstract and difficult to define, and I have little professional research experience. By week three, I realized that I was wrong, that discussions were engaging, and the content very interesting. You balanced the position of guiding the discussions and highlighting areas of interest very well. Your presence felt as one who supports from the sidelines instead of prodding students along.

I hope to be in one of your classes again, and I will be steering that direction if I am given a choice in my electives.