Pilots, Projects and Path Dependence

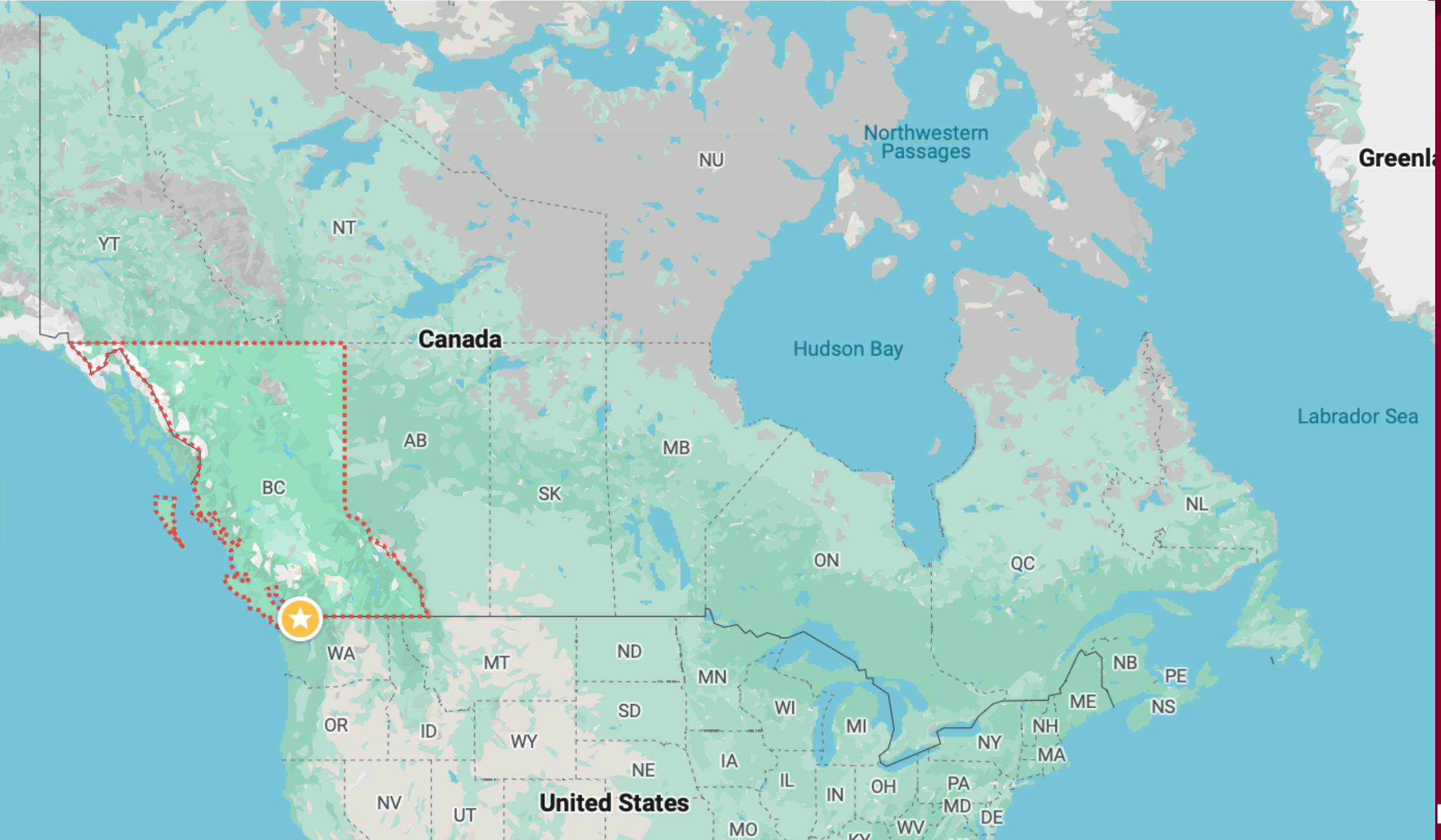
RPL reform at KPU

David P. Burns, Ph.D.

Associate Vice-President Academic

KPU

The proposed presentation summarizes an RPL-based admission program piloted at KPU on and the ways in which this test case was used to develop portfolio options for a series of other needs, including work with equity-deserving groups and mature learners. These examples will be examined, alongside the successes and challenges these projects entailed, through the lens of recent work in philosophy of education on questions of justice.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The Before Times

The Lockdowns

Post-Pandemic

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British Columbia

General shift away from grade-based reporting at the secondary level, and towards competency scales and portfolios.

The Before Times | The Lockdowns | Post-Pandemic

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Holy maple syrup, this is going to be interesting!

Grade-based entry to post-secondary would be utterly changed or ended.

Path Dependence

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Previous decisions and the legacy systems they have left behind limit future choices.

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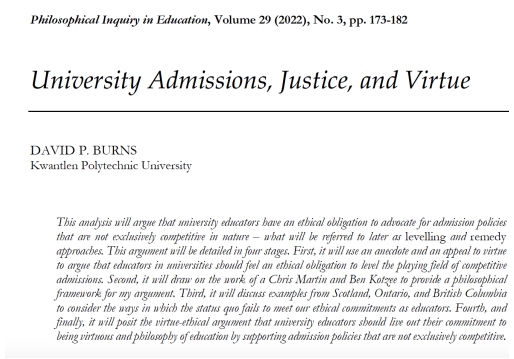
Philosophical Inquiry in Education, Volume 29 (2022), No. 3, pp. 173-182

University Admissions, Justice, and Virtue

DAVID P. BURNS
Kwantlen Polytechnic University

This analysis will argue that university educators have an ethical obligation to advocate for admission policies that are not exclusively competitive in nature – what will be referred to later as levelling *and* remedy *approaches. This argument will be detailed in four stages. First, it will use an anecdote and an appeal to virtue to argue that educators in universities should feel an ethical obligation to level the playing field of competitive admissions. Second, it will draw on the work of a Chris Martin and Ben Kotzee to provide a philosophical framework for my argument. Third, it will discuss examples from Scotland, Ontario, and British Columbia to consider the ways in which the status quo fails to meet our ethical commitments as educators. Fourth, and finally, it will posit the virtue-ethical argument that university educators should live out their commitment to being virtuous and philosophy of education by supporting admission policies that are not exclusively competitive.*

What if this is the time to do what we said we wanted?



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Who Should Go to University? Justice in University Admissions

Ben Kotzee, Christopher Martin

First published: 24 October 2013 | https://doi.org/10.1111/1467-9752.12044 | Citations: 17

Where Can I Get This

Correspondence: Ben Kotzee, Jubilee Centre for Character and Values, School of Education, University of Birmingham, Edgbaston, Birmingham B15 2TT, UK.

Email: h.b.kotzee@bham.ac.uk

Volume 47, Issue 4
December 2013
Pages 623-641

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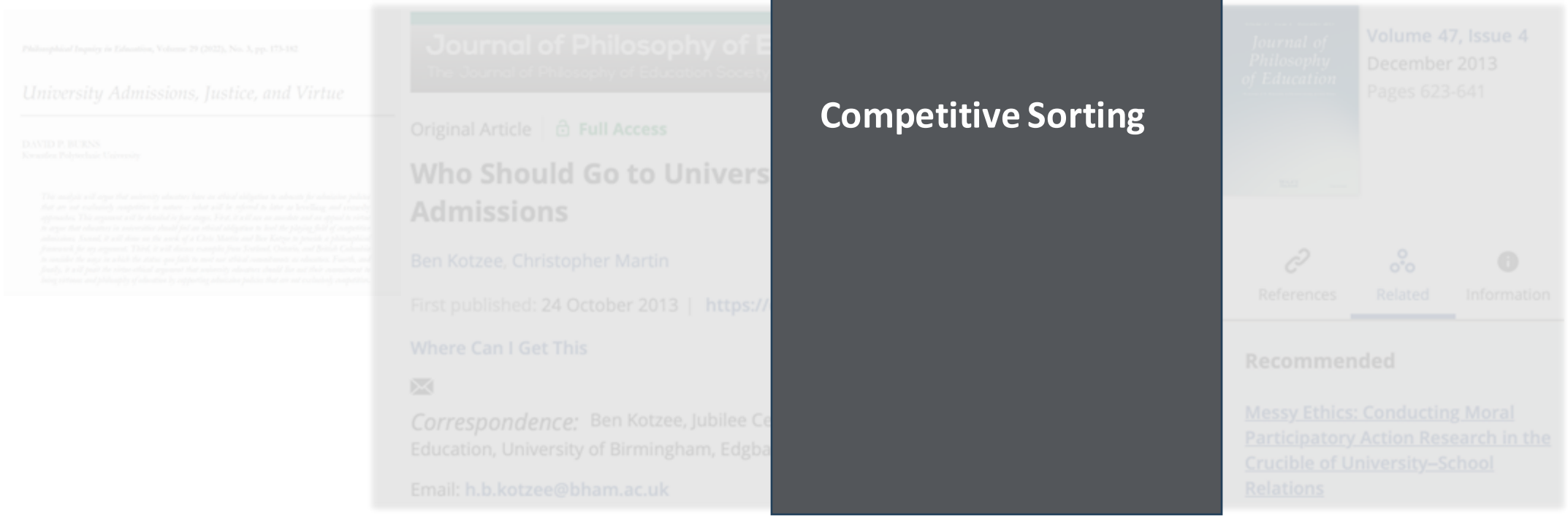

Competitive Sorting

Qualifying Threshold

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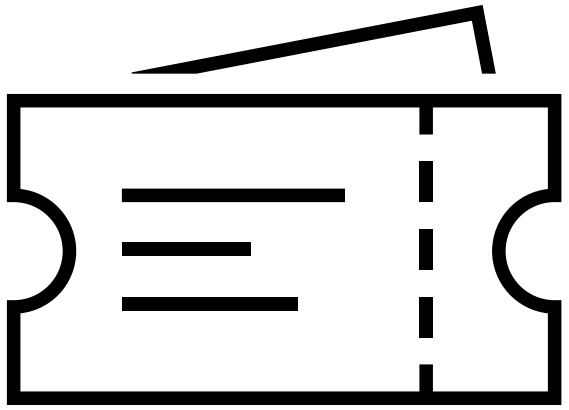
10 admissions



Pretend I didn't.
What would you show me?

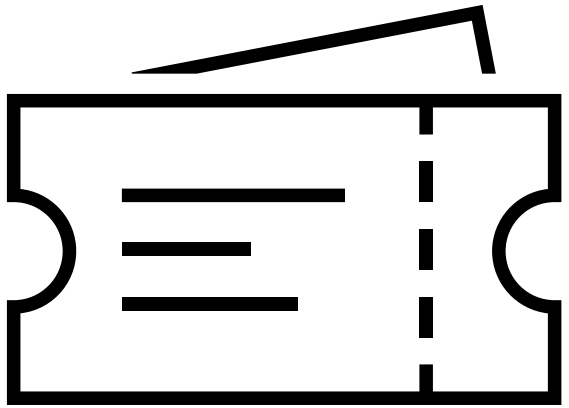


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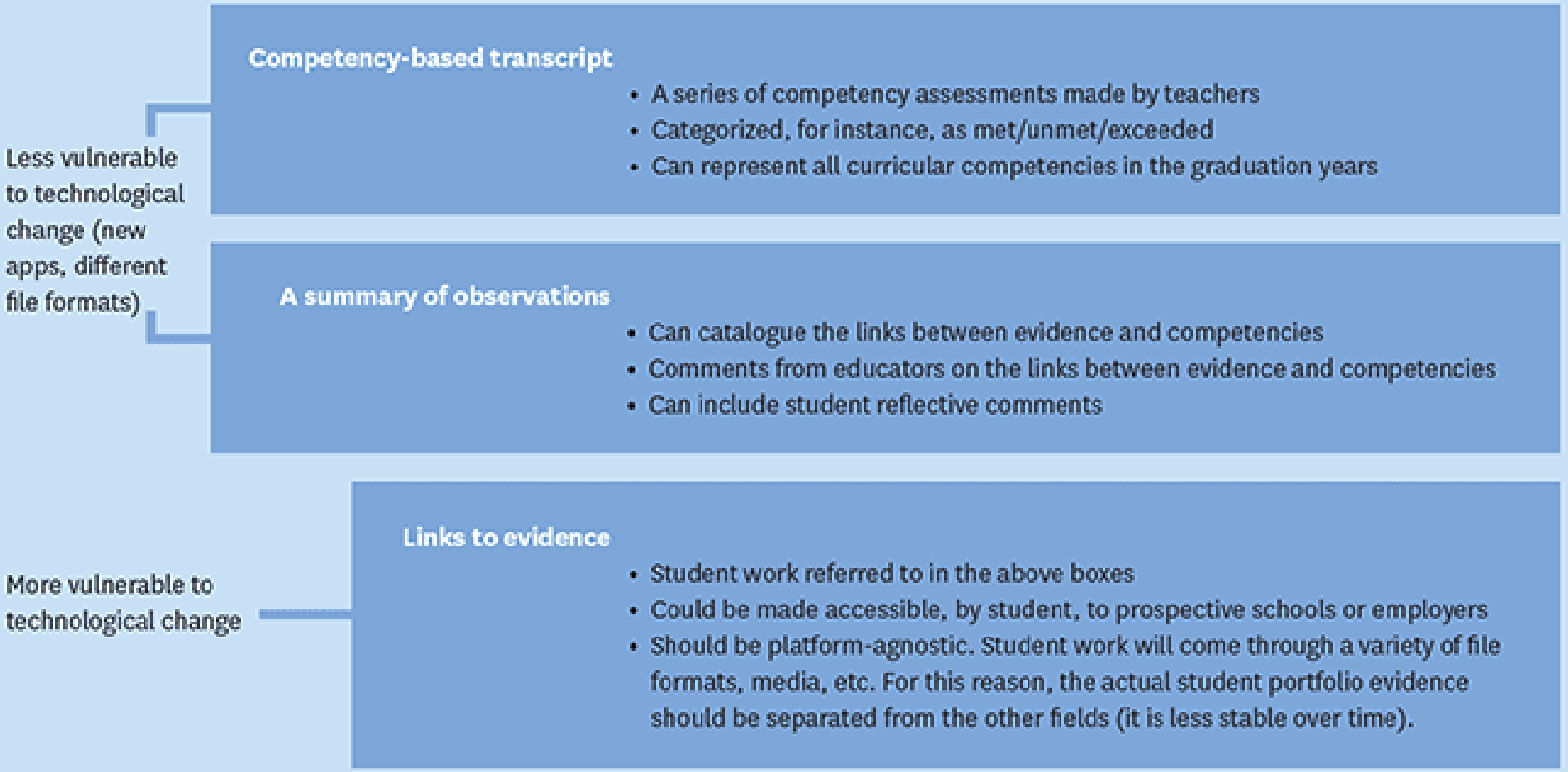
Figure 1: A model for competency-based assessment and admission



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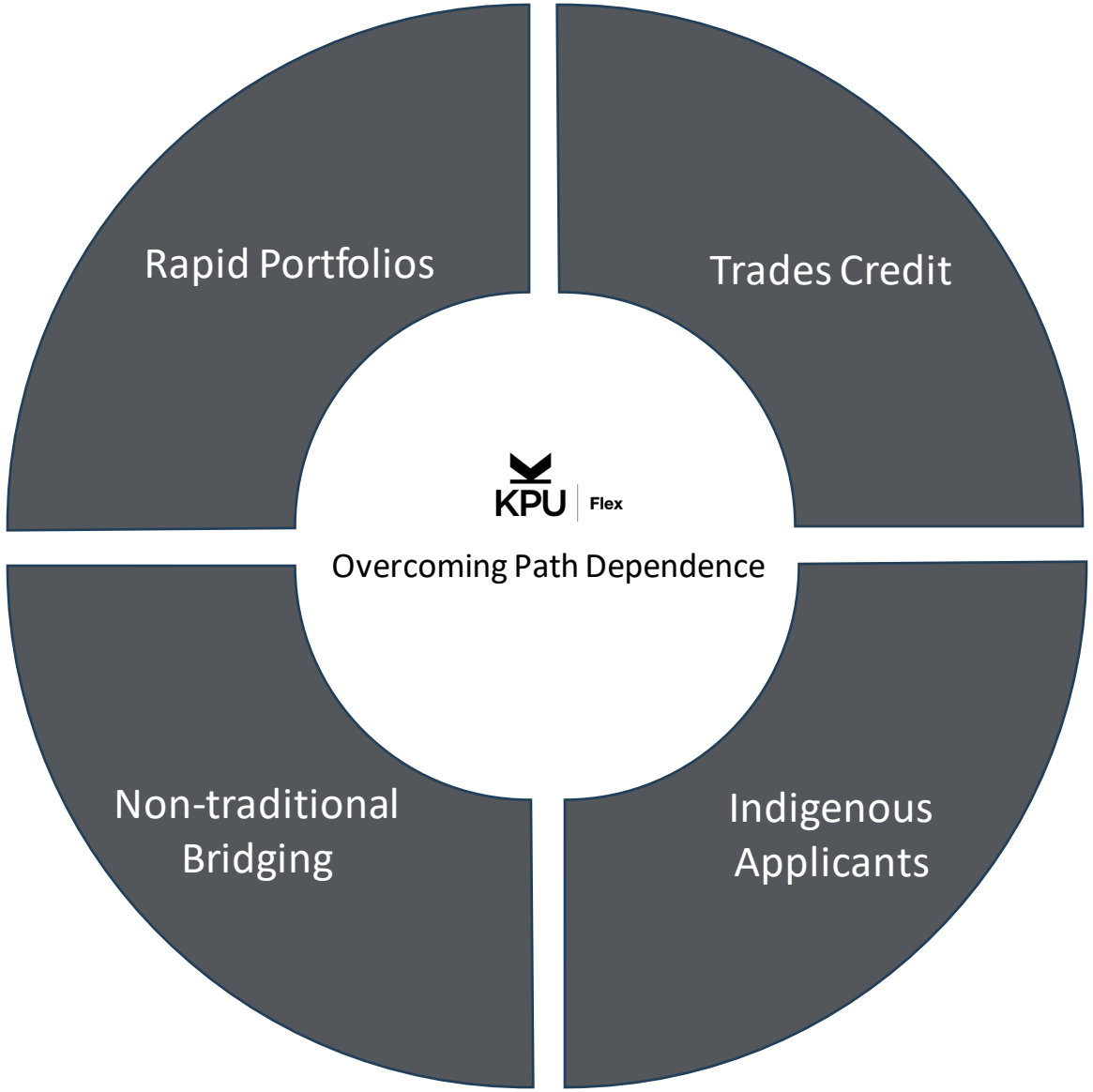
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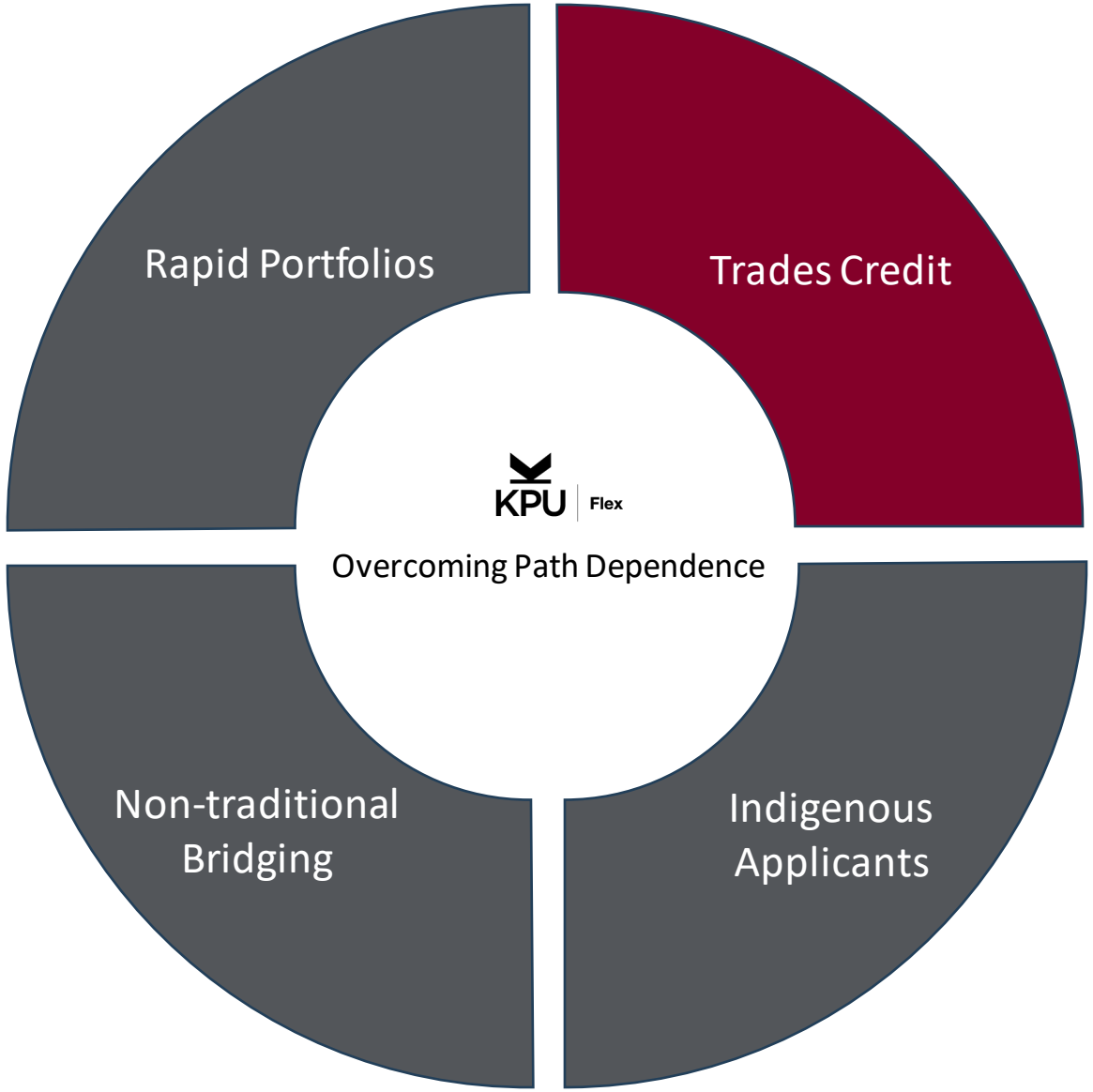
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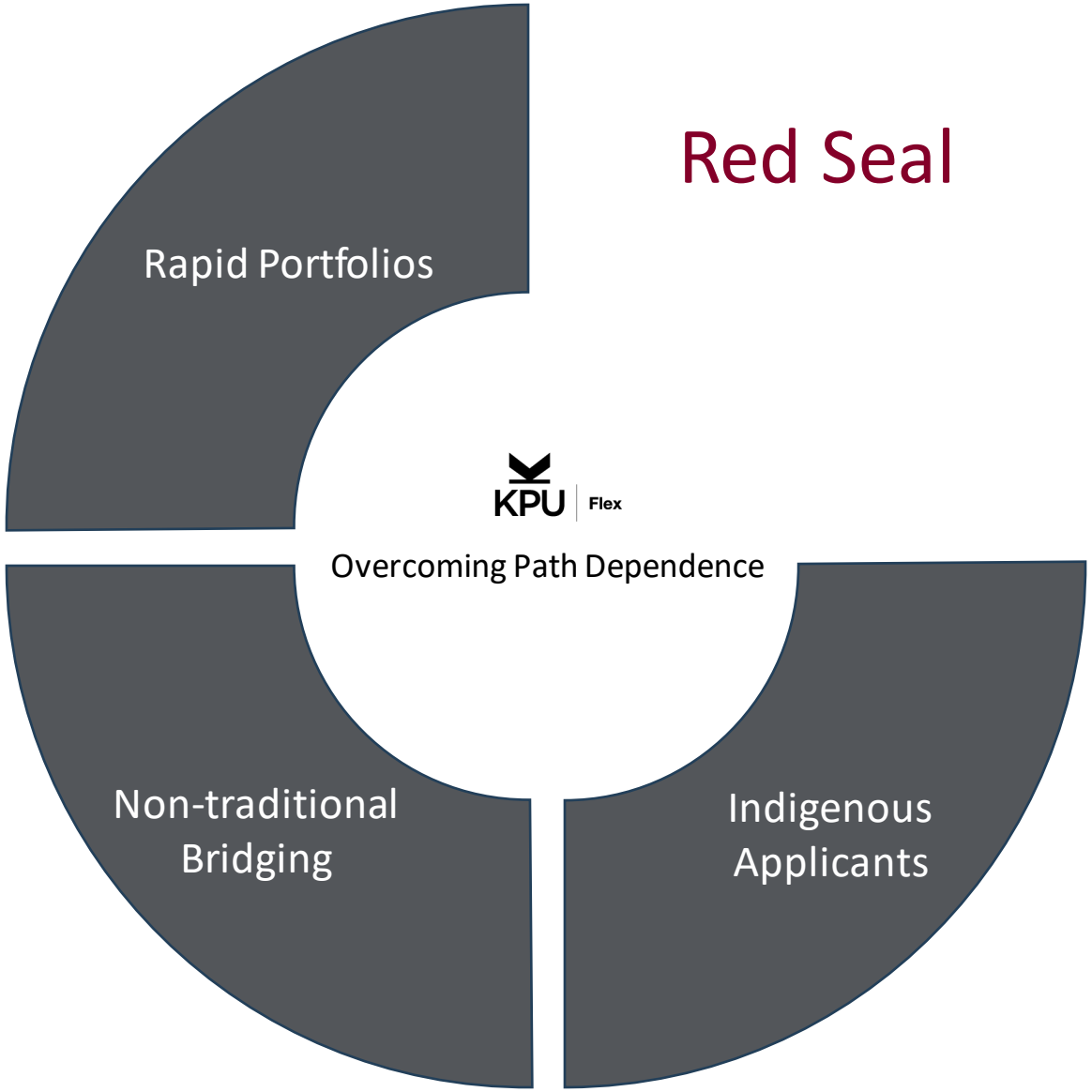

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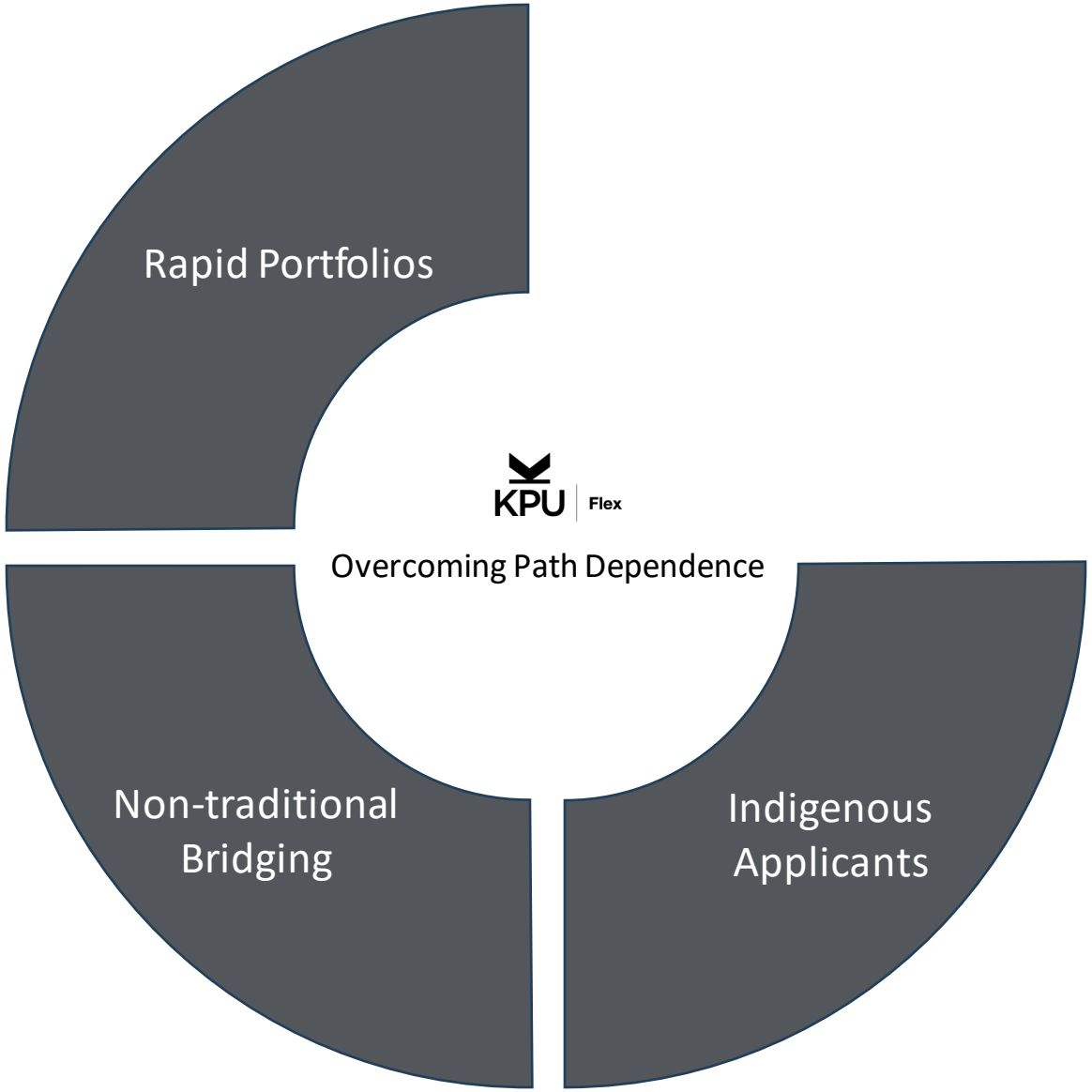
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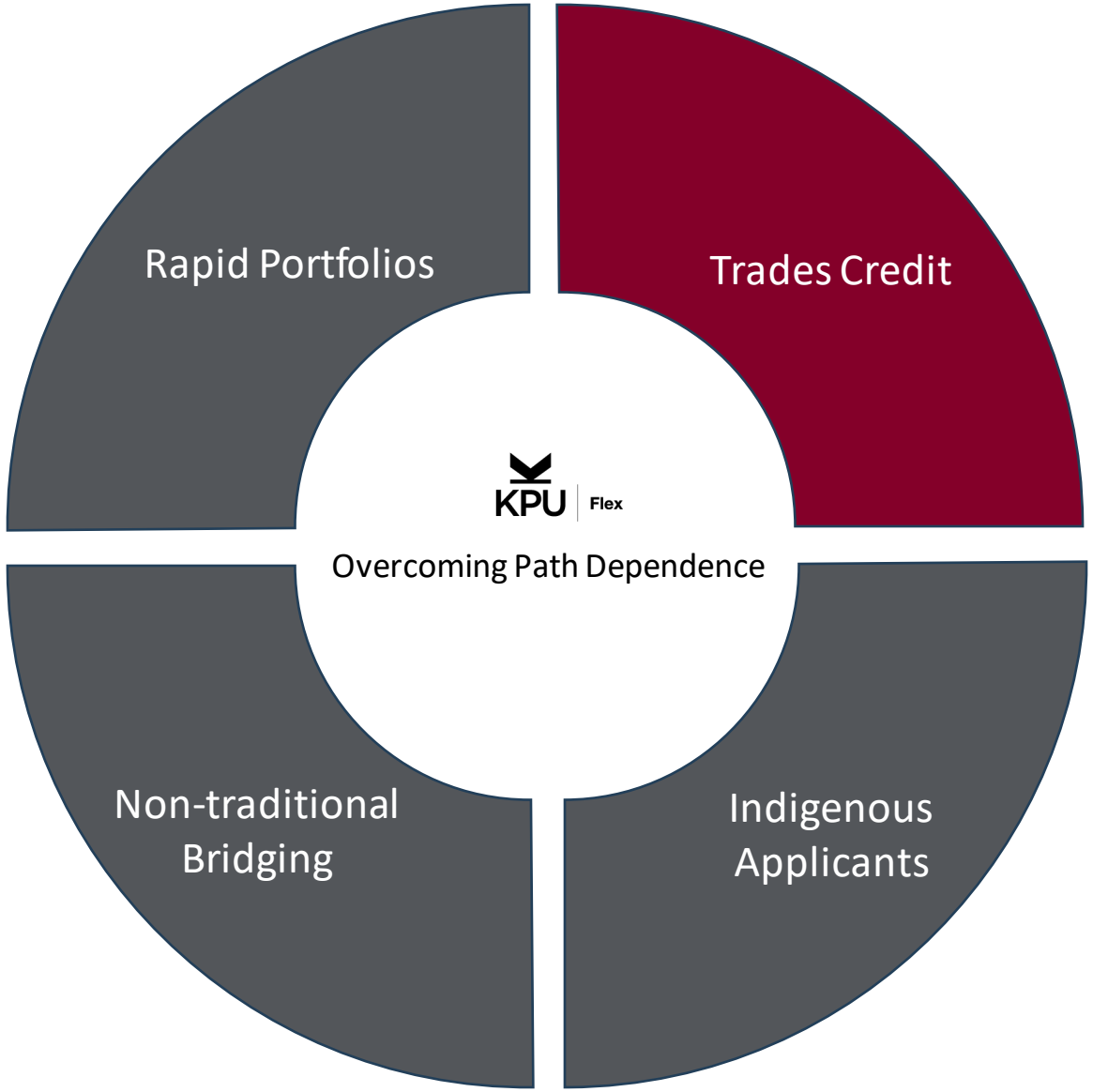
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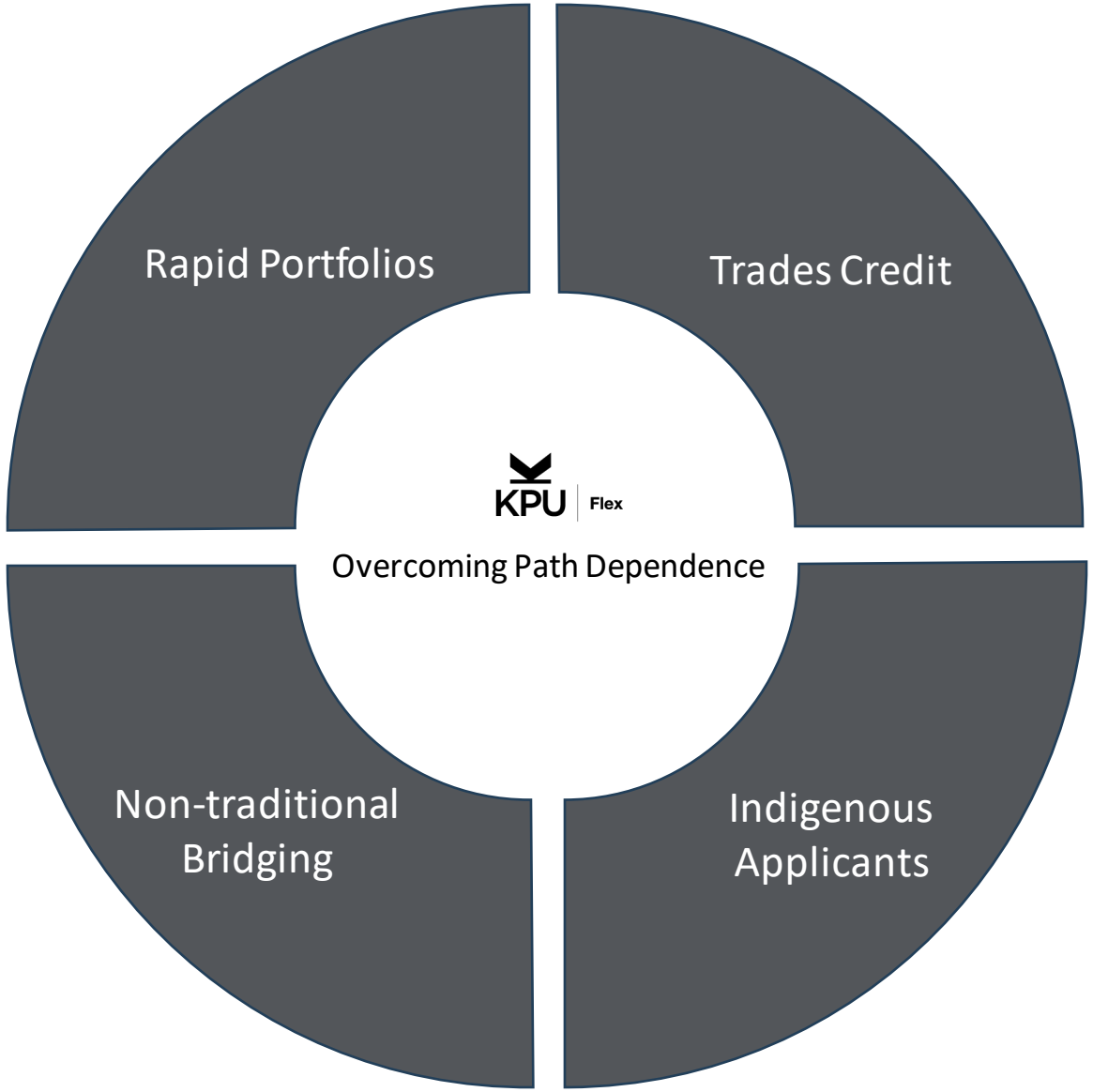
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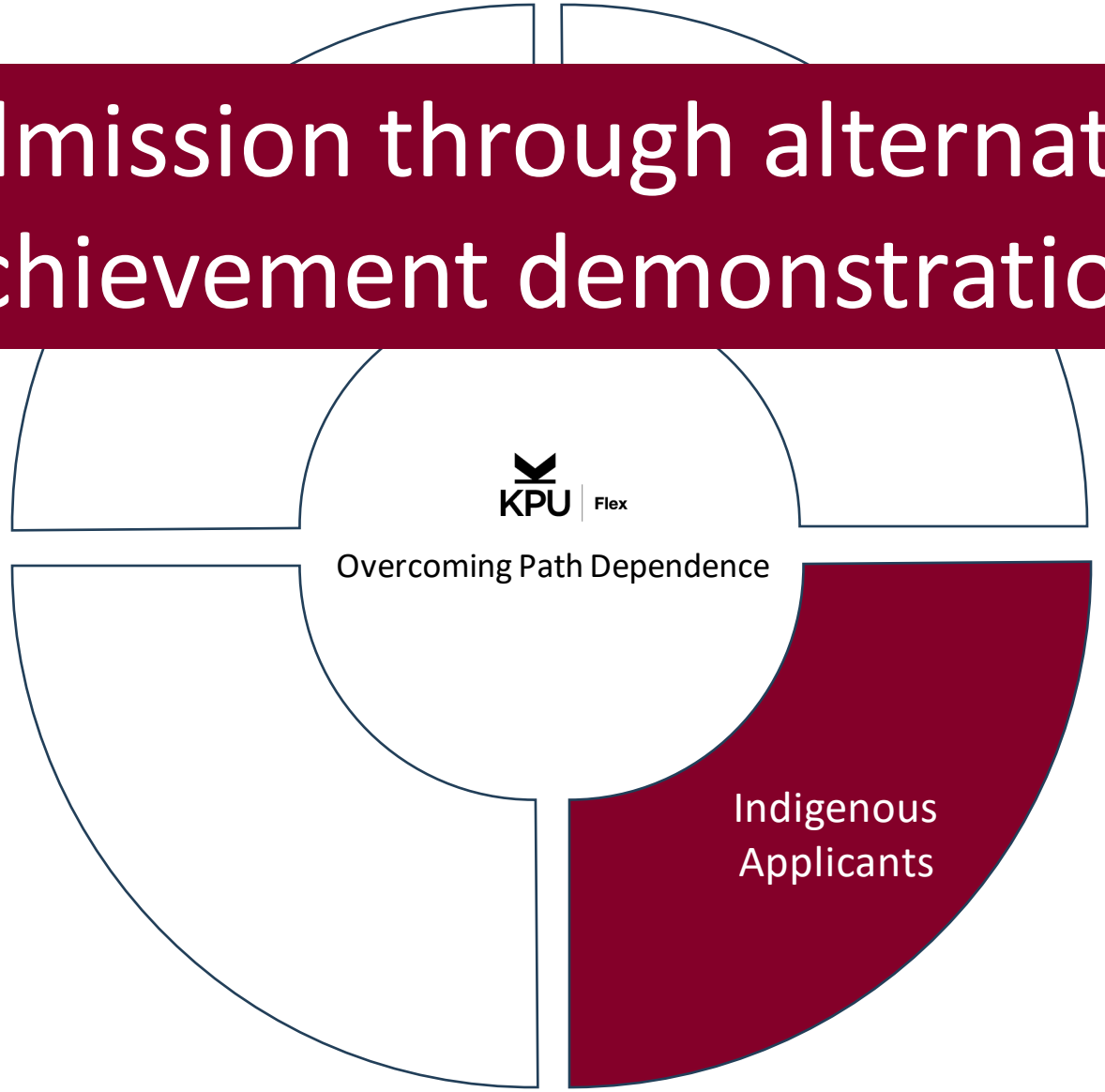
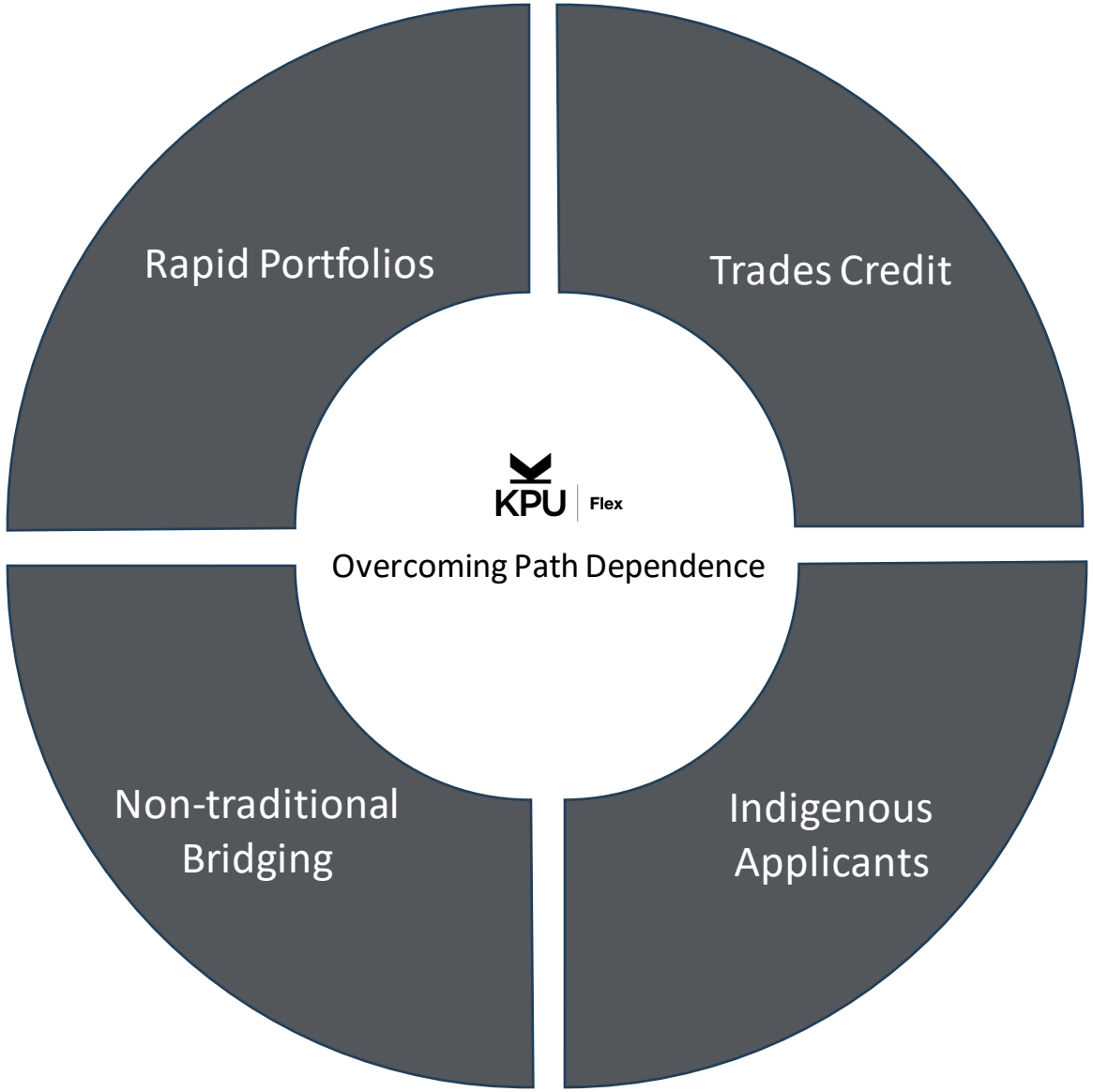
Admission through alternative achievement demonstrations

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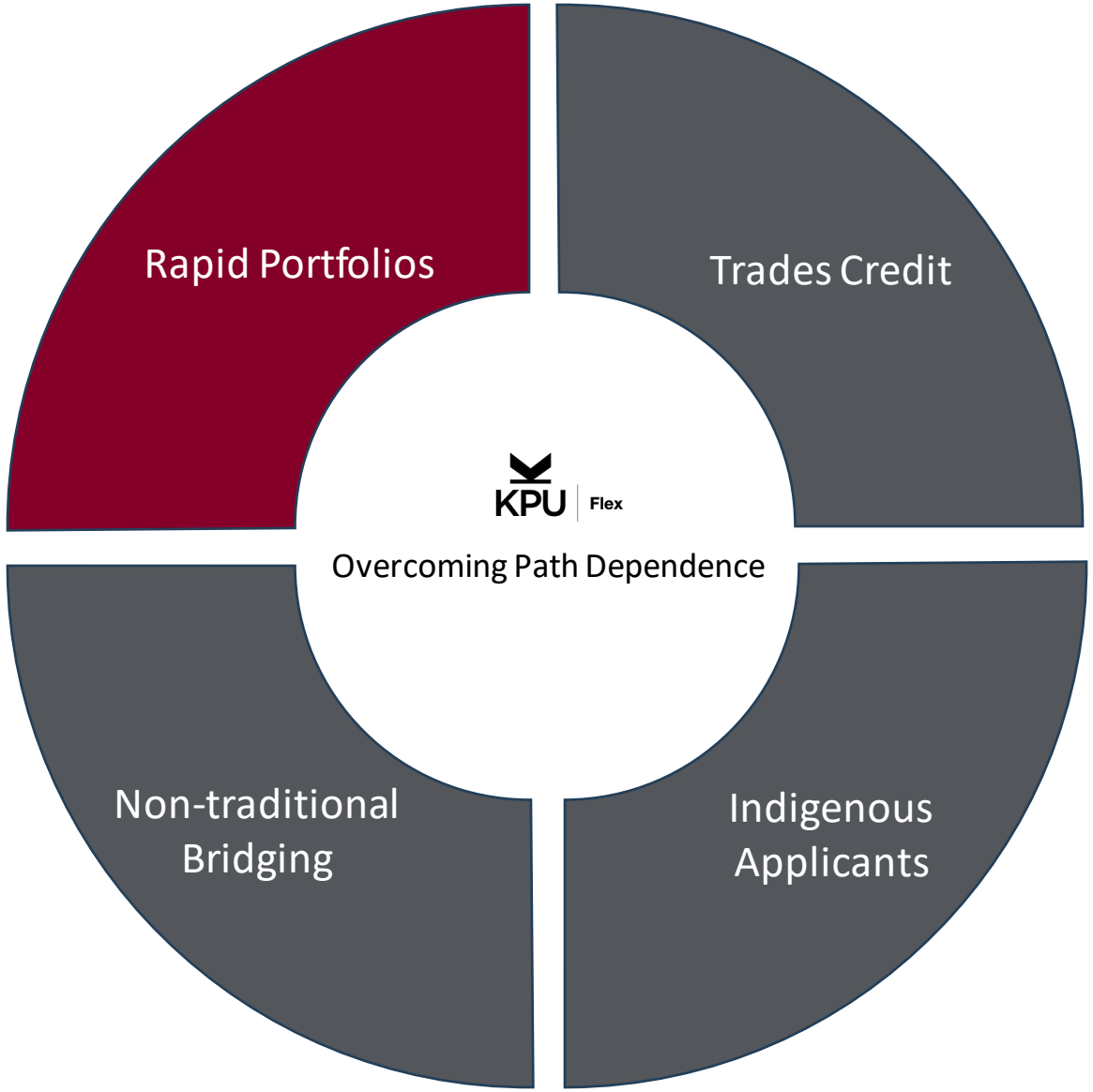
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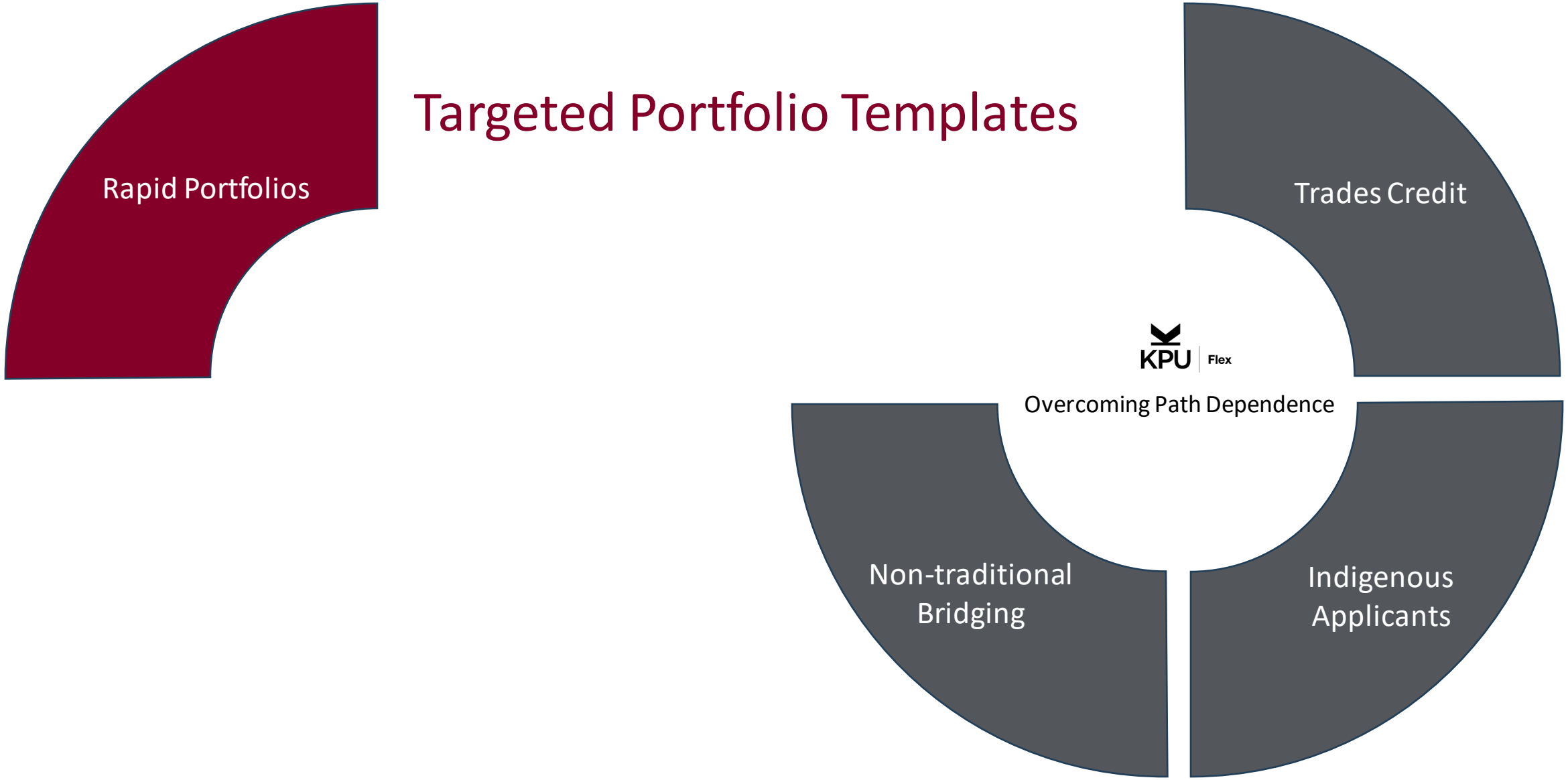
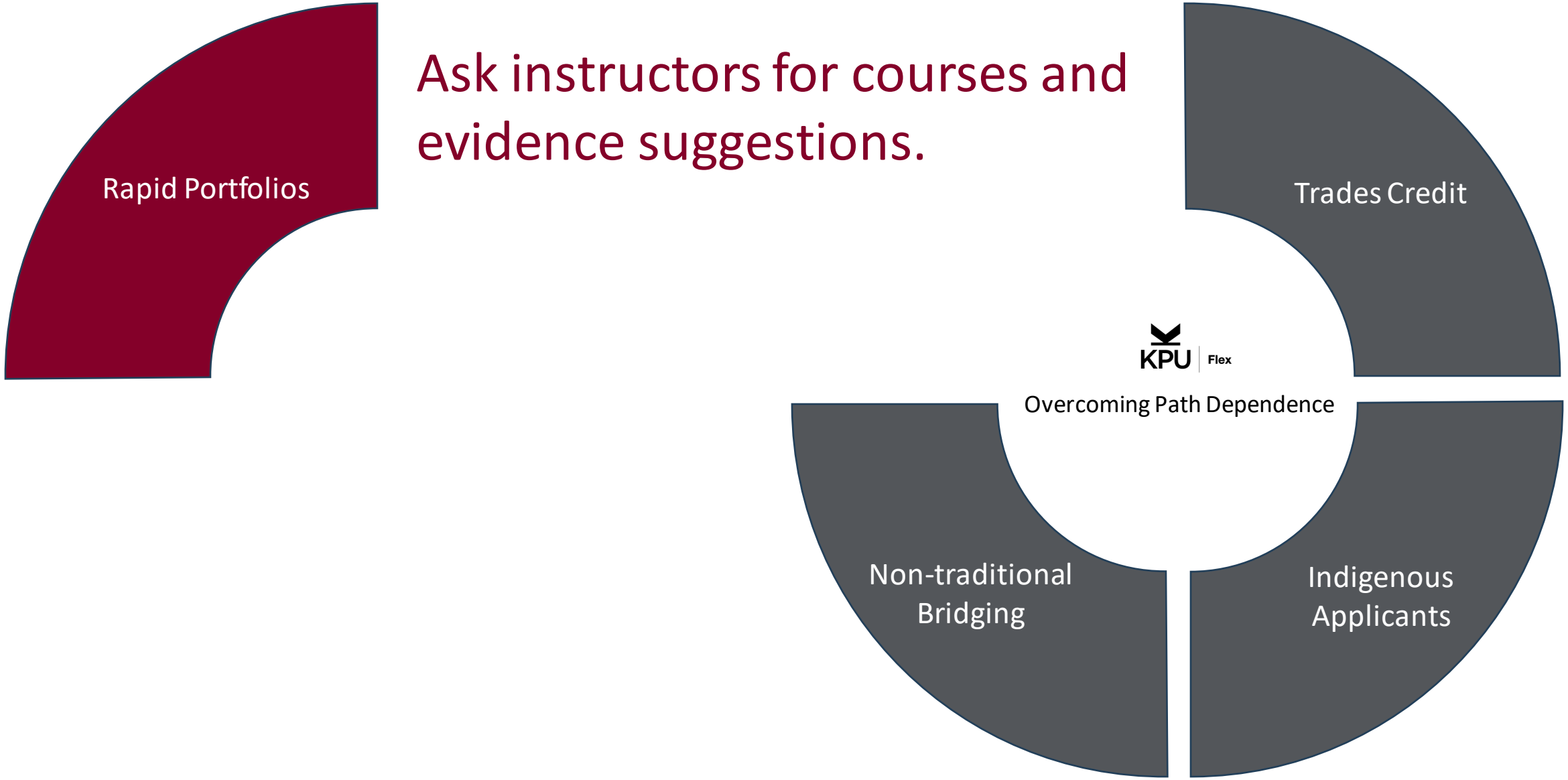
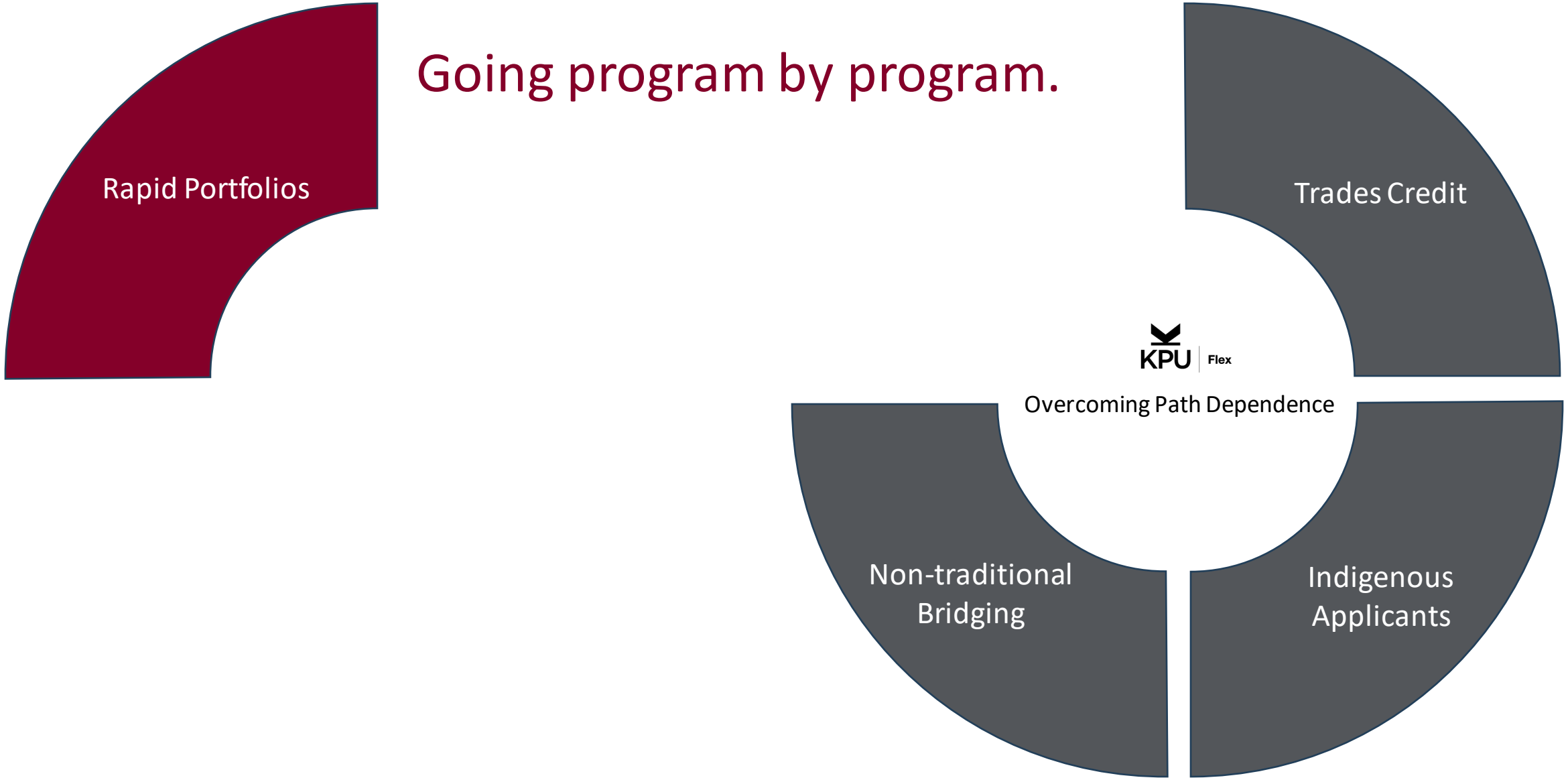
Targeted Portfolio Templates

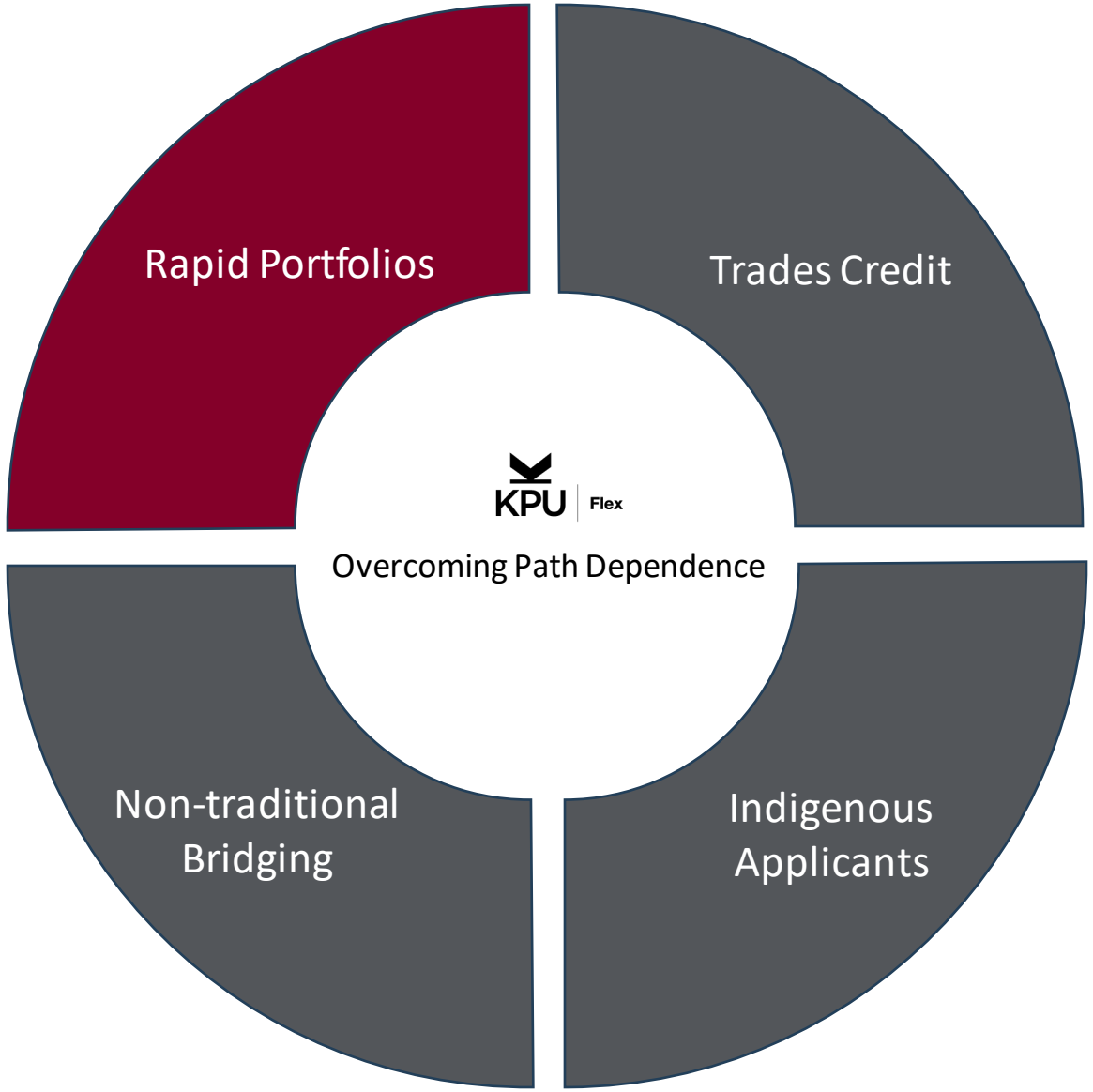


Ask instructors for courses and evidence suggestions.



Going program by program.

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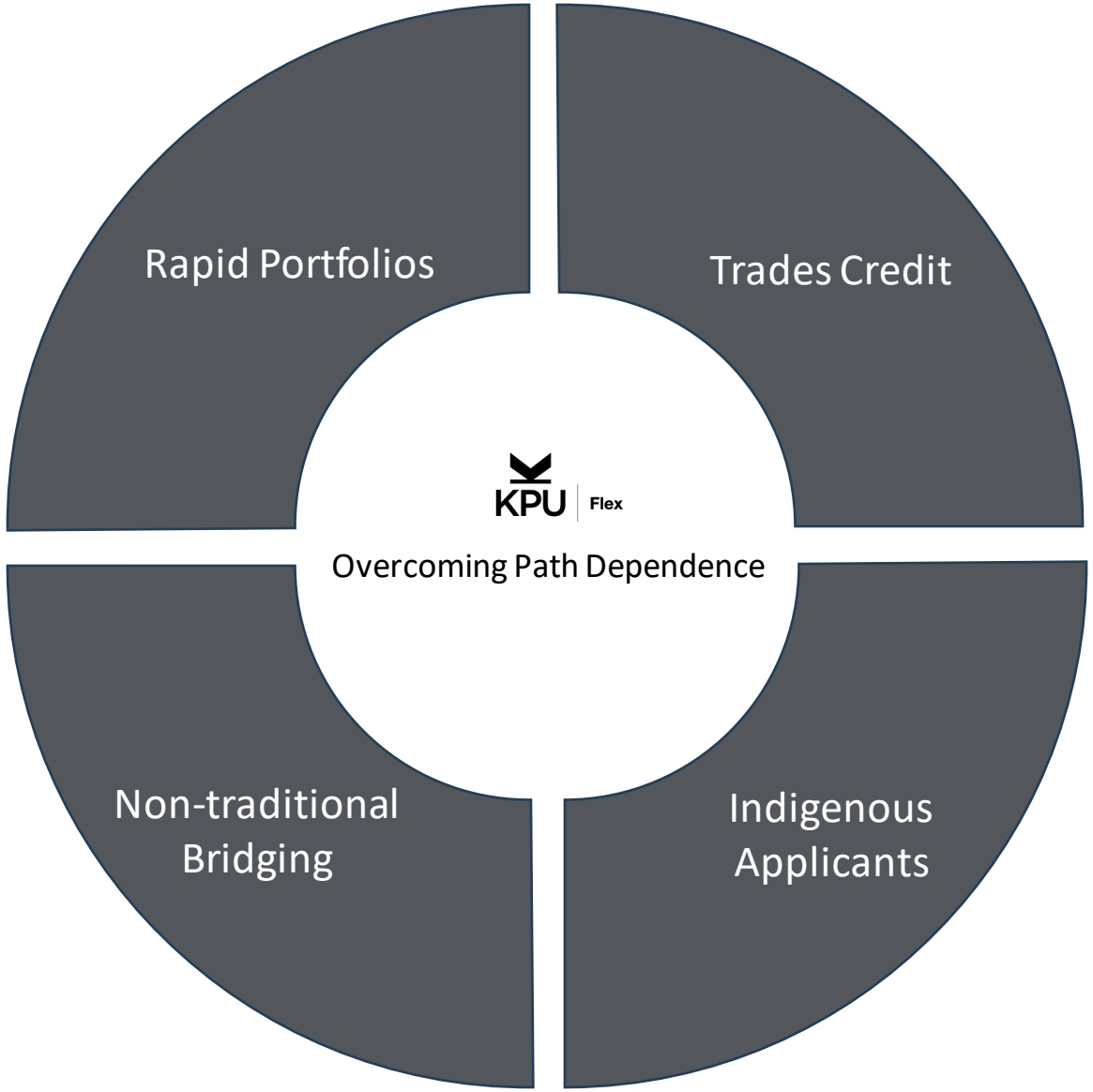
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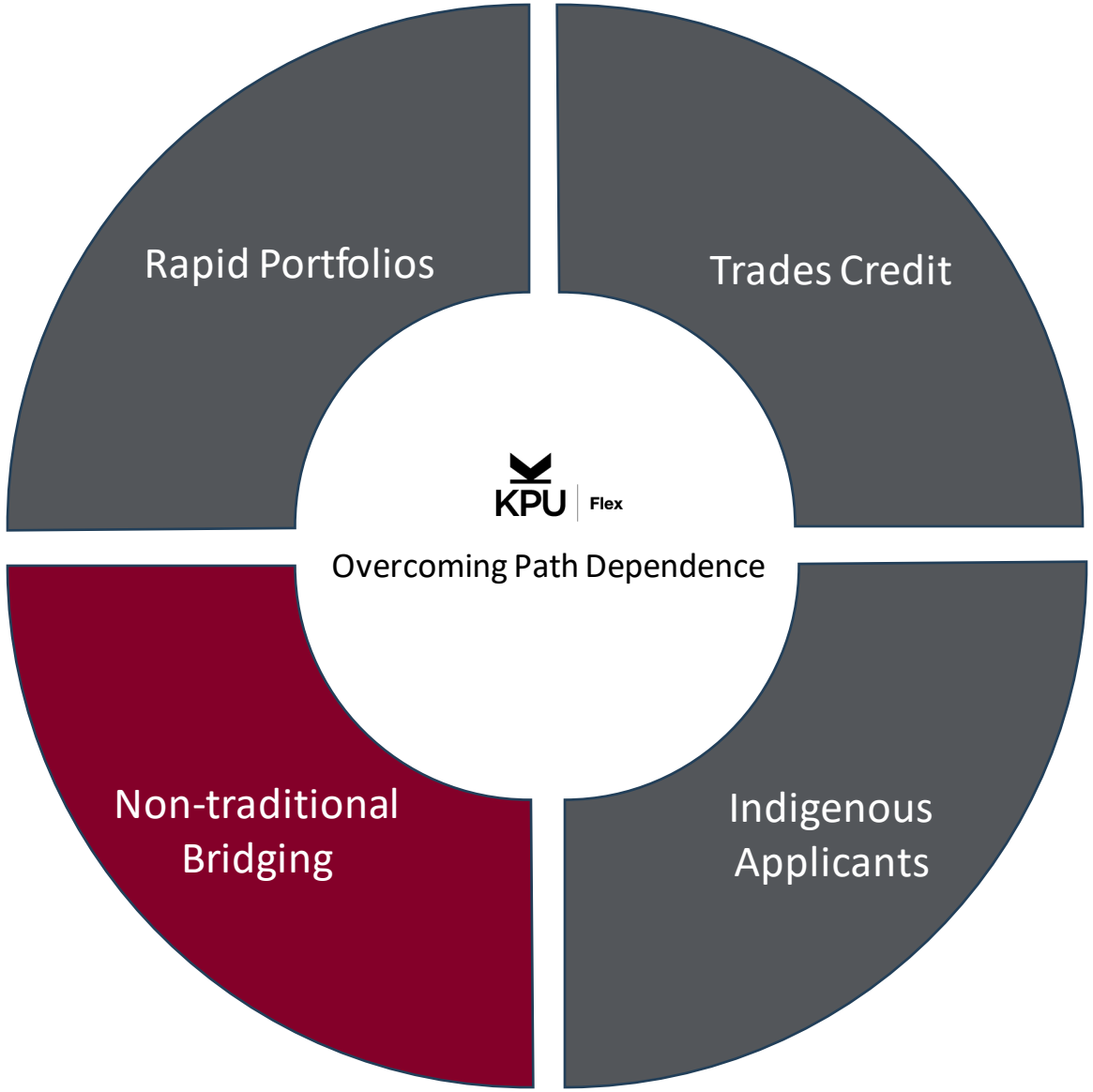
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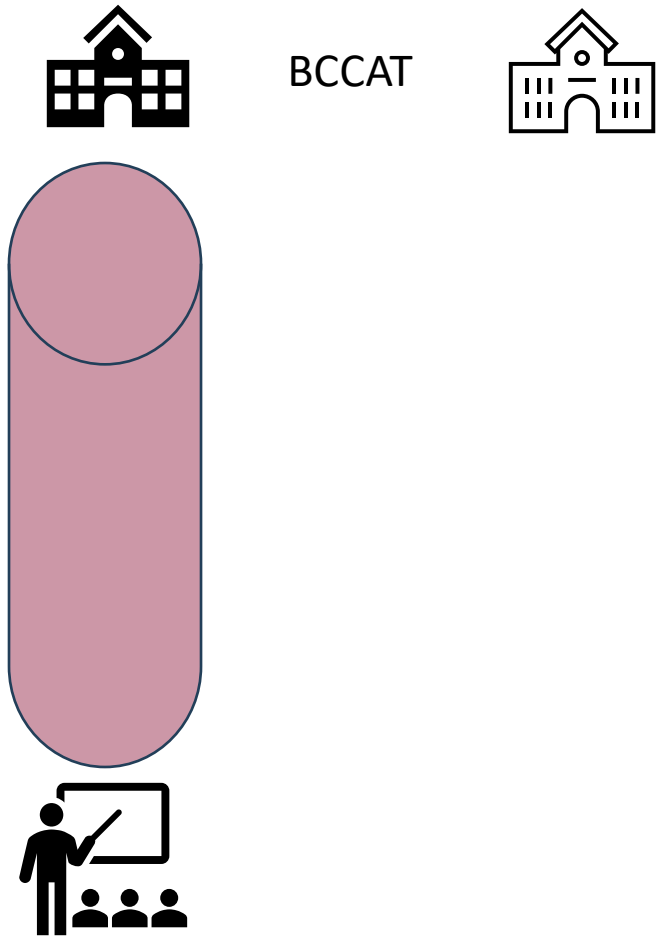

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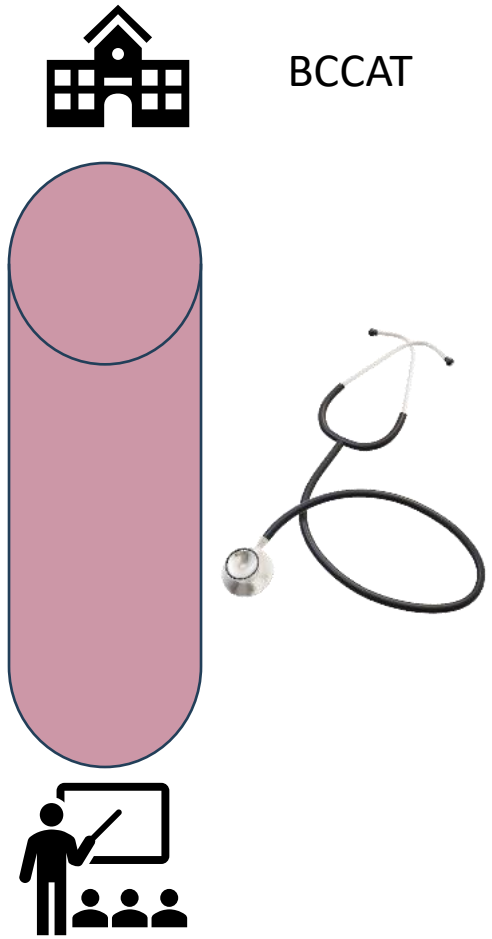

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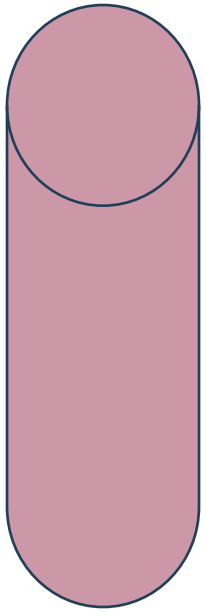

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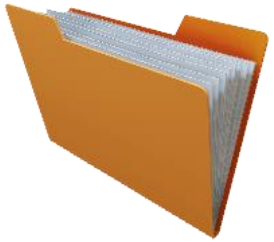

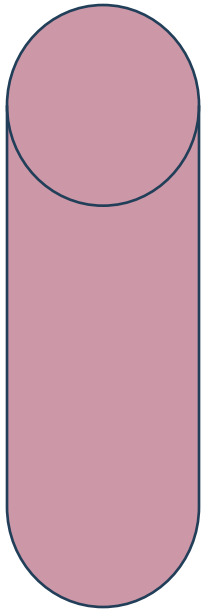

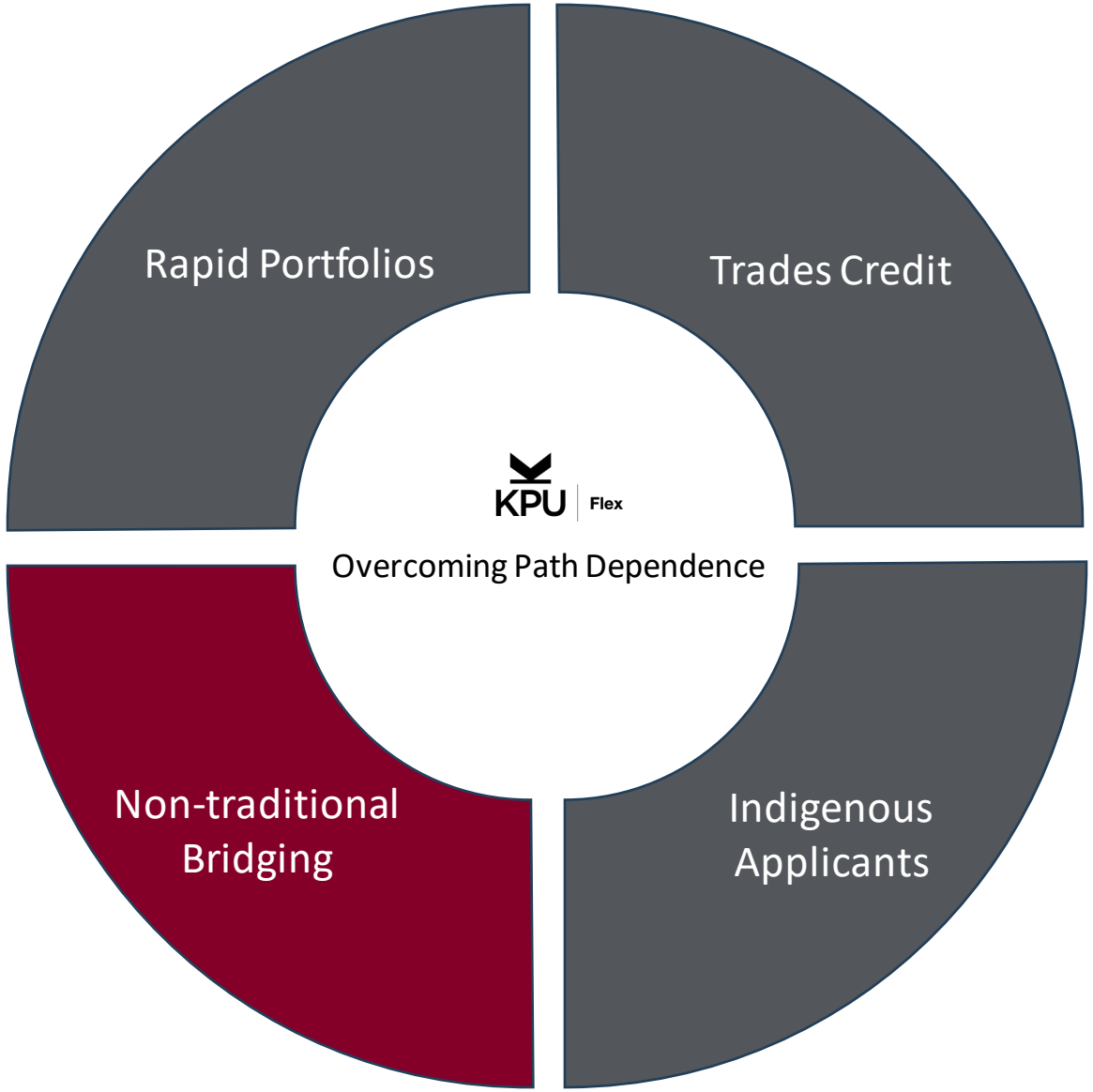
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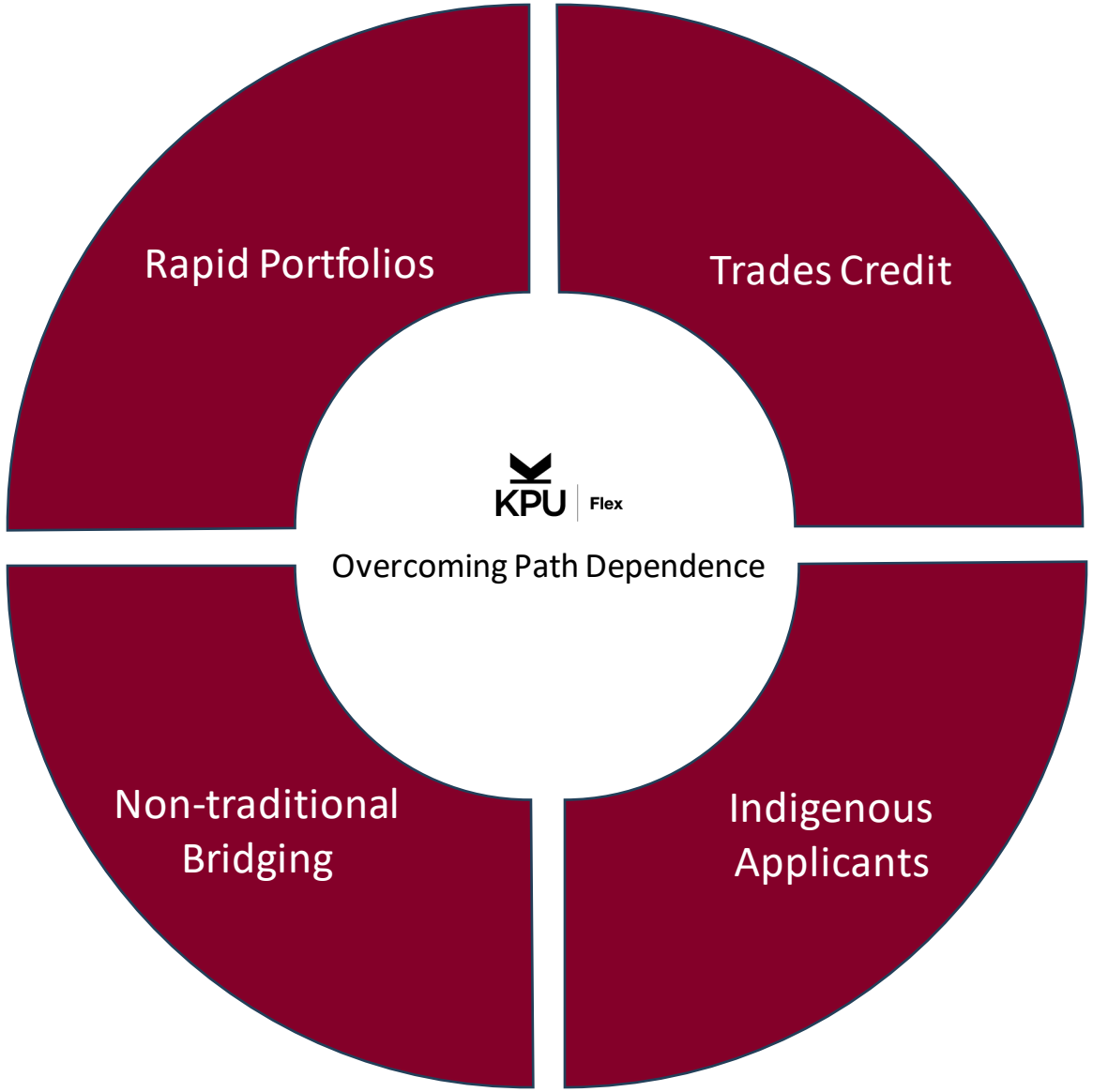
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