

Capturing Voices:

Student and Parent/Guardian Focus Groups

REPORT TO
THE HALTON
DISTRICT
SCHOOL
BOARD



Moving Forward

To understand and respond to the challenges that parents and guardians observed in their child(ren)'s learning experiences, the board invited parents and guardians to respond to a survey looking at the experience of remote learning and student mental health during the closure period between mid-March and June 2020.

The physical closure of schools for three and a half months has been an incredibly difficult time. The stress that families are feeling was palpable in the conversations during this consultation, and the variation in experiences from one family to the next was extreme. Some students flourished during remote learning, developed strong connections with their teachers and truly enjoyed the learning experiences, while other students struggled to connect, manage time, remain engaged and learn.

As we enter the next school year, we know that school as we know it will change. When the structure of school changes, so too must teaching and learning. This report is focused on the opportunity to re-imagine and re-design the future of teaching and learning in the Halton District School Board (HDSB). Over the course of July 6 to 10, 2020, parents, guardians and students from across Halton were invited to a series of conversations to do just that. Lived experience is a powerful voice and families can help us understand the value and benefits of teaching and learning

before and after March Break. Through these facilitated conversations important insights were uncovered and themes emerged from consensus and tensions between the values of parents / guardians and students.

Rather than focus on returning to "normal", this report is an opportunity to learn, to get feedback and to build a better system that serves all students.

“Everyone was put into a situation to try out different possibilities. More chances to listen to my kids, what they want and like at home and at school. We can learn from this and figure out the best way forward.”

– Parent, Grade 9 and 12

Our Process

Students, parents and guardians were invited to a series of facilitated conversations inspired by Integrative Thinking, which is a creative problem solving methodology that originated at the University of Toronto. Over 200 people participated in these conversations facilitated by a team of 15 teacher-mentors and the I-Think team.

50 students from grades 6 to 12 participated in 6-hours of small group ideation and discussion based on the Integrative Thinking process, commonly referred to as the “Pro-Pro”. Students explored models of teaching and learning that focused on the benefits to themselves, families and adults during the ‘Before March Break’ and ‘After March Break’ models. At the end of the week, students presented their thinking, insights and recommendations to senior leaders in the HDSB. Throughout the report you will see a number of six-word stories, which represent a synthesis of insights students gathered during these conversations.

Integrative Thinking originated at the University of Toronto, first written in the book *The Opposable Mind* by Roger Martin in 2007 and in the book *Creating Great Choices* by Roger Martin and Jennifer Riel in 2017. The methodology Integrative Thinking has been used in schools, non-profit organizations and leadership teams for learning and innovation. Integrative Thinking is focused on constructively exploring how opposing models and experiences can lead to innovation. We can learn from the thinking that underlies each model to identify our key values and use these values to build new ideas.

150 parents and guardians participated across three 90-minute online sessions. Each session focused on different conversation prompts, inspired by the Integrative Thinking process:

- What are the benefits of teaching and learning before March Break?
- What are the benefits of teaching and learning after March Break?
- What wasn't prioritized in either experience that should be prioritized?

We are grateful to the participants who were willing to discuss the benefits of these school experiences, knowing that each model had very real challenges. The Integrative Thinking process is focused on benefits as our goal is to uncover opportunities for innovation that can lead to the creation of a better system for all. From these conversations we identified patterns, drew insights, and synthesized our findings into this report.

These consultation sessions were facilitated by HDSB teacher-mentors who are familiar with the Integrative Thinking process.

Community Voices...and Those We Missed

We heard from families of students who have recently completed Kindergarten to Grade 12 and students who have just completed Grade 6 to Grade 12.

We recognize that parents and guardians who participated in this process share commonalities (e.g. they all had access to internet and technology, could engage in a lengthy conversation in English, had children who maintained a level of engagement in their education “successfully”, etc.). We did not hear stories from those who could not access learning, including families:

- with limited or no access to technology
- who would have needed interpretation
- who had already disengaged from formal schooling in the online environment
- who expressed having a difficult time financially supporting their families

It is important not to over generalize the findings of this report. As HDSB explores new and innovative approaches to teaching and learning, the board should prototype new solutions, get feedback and incorporate learnings with other stakeholders to gain their perspective.

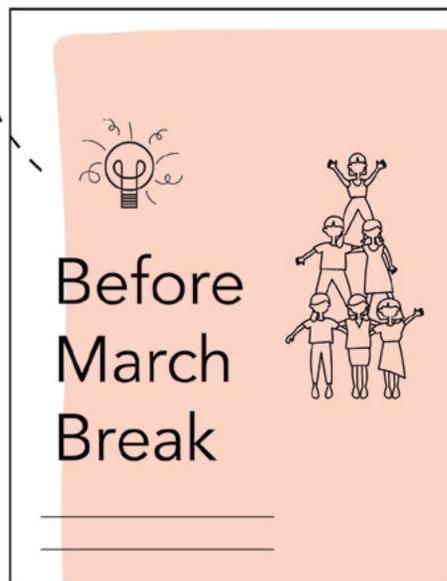
HDSB STUDENT PROCESS

The Student Conversations

50 students from grades 6 to 12 participated in 6-hours of small group ideation and discussion based on the Integrative Thinking process. Students explored models of teaching and learning using an approach known as the "Pro-Pro chart". This approach is focused on identifying benefits for students, families and other adults 'Before March Break' and 'After March Break' models.

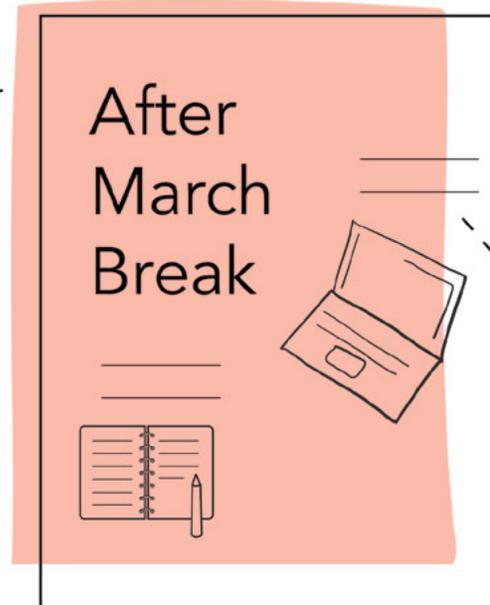
Conversation 1: Students Explore Models of Teaching and Learning

Students started by exploring two drastically different experiences of teaching and learning before March Break and after March Break.



Students described 'Before March Break' as:

- Early start
- Structured schedule
- Routines
- Teacher interaction
- Real-time support
- Clubs and teams
- Variation in learning modalities



Students described 'After March Break' as:

- More sleep = more productivity
- Family support
- Time management
- More time for hobbies
- Less outdoor learning
- Take initiative
- Independent
- Own pace

Conversation 2: Students identified benefits of both models

Students used Integrative Thinking, a creative problem solving methodology that focuses on the benefits of multiple approaches to imagine new possibilities. This is a small sample of benefits drawn from student thinking and work.

Before March Break

I like that this model gives me time outside of my house because I can socialize with friends and play sports during physical ed, extracurriculars and at break.

I like that this model gives me social interaction because it allows people to express themselves, make more bonds, make us more happy.

I like that this model gives me a more well-rounded schedule - including clubs and activities because it encourages me to do things that are positive for my mental and physical health.

I like that his model gives me easier access to teachers because asking questions in person instead of email gives me a better understanding.

I like that this model gives me the chance to collaborate because I am surrounded by people who are willing to help.

I like that this model gives me a support system because I have another world outside of my family structure.

After March Break

I like that this model gives me independence because I can work at my own pace.

I like that this model gives me more time for myself at home because I have flexibility to learn and time to finish other work.

I like that this model gives me the freedom and flexibility to do work at any time (as long as it's before the deadline) because it teaches us how to manage our time independently.

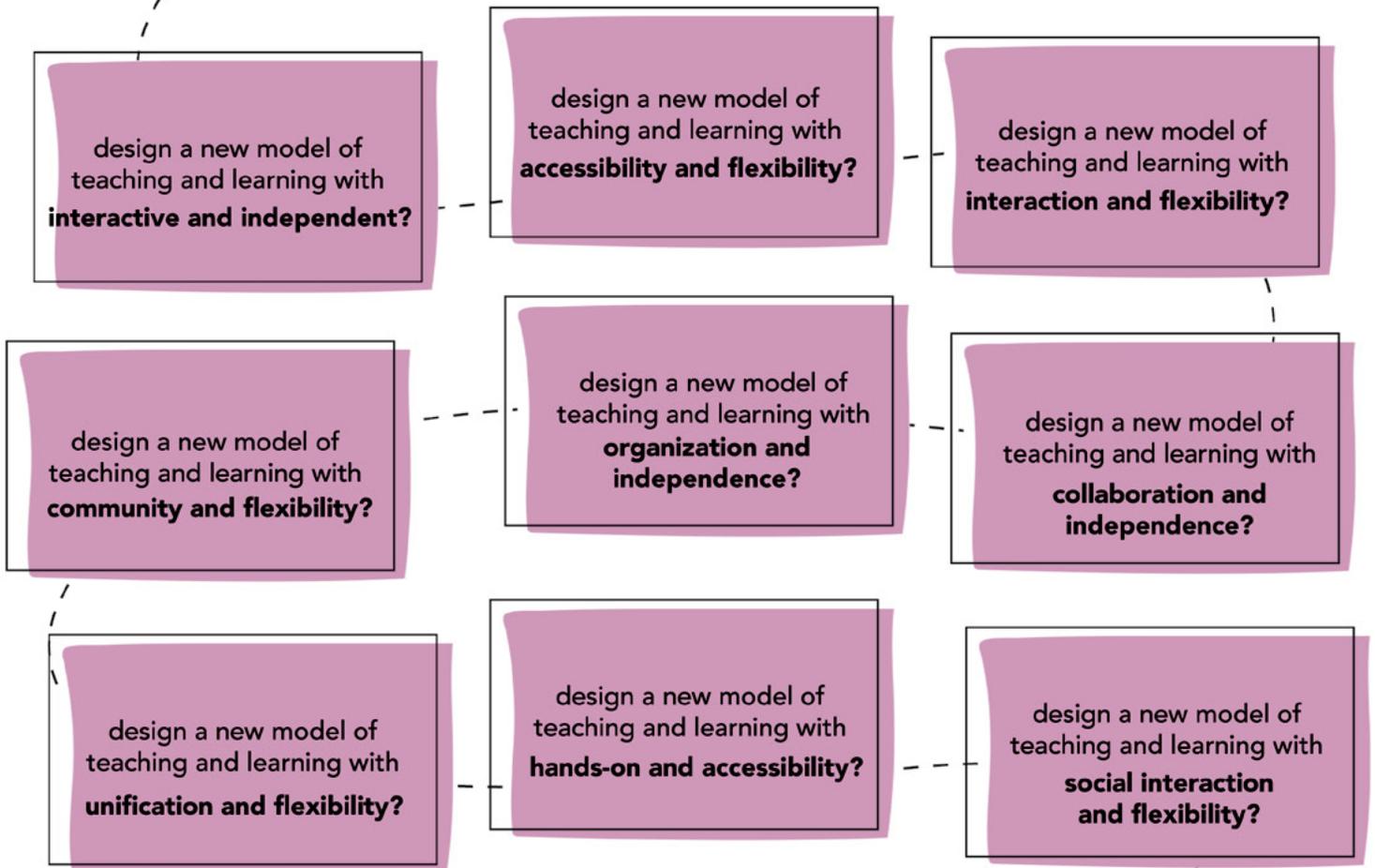
I like that this model gives me the ability to work at my own pace because everyone has different learning styles and speeds.

I like that this model gives me better balance and mental health because I have more time for hobbies.

Conversation 3: Identify Insights

Reflecting on their "Pro-Pro charts" students identified what they valued most out of each model. Using these insights, students developed a new inquiry so that they could imagine, prototype and innovate new models of teaching and learning.

How might we help the Halton District School Board...



Students participated in true collaboration, brainstorming and building on ideas as they worked through the Integrative Thinking process. Student teams engaged in facilitated discussions - drawing on their own lived experiences, what they have observed around them, and developed insights that fueled their innovative recommendations for new models of teaching and learning. This expression of values, insights, imagination, and the development of prototypes and innovations showcases the depth of thinking that students can provide when given the opportunity.

Insights for Innovation

“Empowered to shape our learning journeys.”

– Student group 6, six-word story

Amidst the challenges and turmoil, four insights were identified as opportunities for innovation.

Trust the Students

Students today are active learners who are ready to engage in hands-on experiences, collaborate with peers to meet challenges and use their critical and creative thinking skills to find solutions for challenging problems. Students are aware of their learning and what they need to be successful. In every one of our student conversations, they recognized the importance of mental health and well-being as integral to student achievement.

Education is no longer something that is “done” to students – the school closure illustrated how flexible and adaptable students can be. Through this consultation process HDSB students have reminded us that they are skilled learners who are excited, optimistic and willing to join HDSB in this journey as valuable contributors to redesigning the future of teaching and learning.

Treat Parents and Guardians as Partners

With school closure and the move to an online learning environment, the role of parents in student learning has shifted significantly. Parents are no longer spectators on the sidelines of their child's education and, after the experience of the last four months, they are now more intimately aware of the challenges of student learning.

During the conversations, parents shared their appreciation for being able to better understand their child as a student and for being more involved in the day-to-day learning experiences. Families were excited to participate in learning and talked about the opportunity to “upgrade themselves to learn new words and concepts and share that learning with their children” (Parent, Grade 9 and 7 students). Parents

and guardians are ready to be partners – they said that if they are to help their children, then the system needs to support them in helping their children. Families suggested technology training, support to learn software programs and tools like DreamBox and Raz Kidz, and help in developing skills to effectively support their children as learners.

Like the students participating in this consultation, parents and guardians indicated that they are excited to be brought along on the teaching and learning journey. An important aspect of the redesign of teaching and learning includes intentional opportunities for families to join in the system as partners.

We are a system, not just classrooms

The education system is just that, a system. Some voices in the discussions equated the education system to the experiences that they've had with an individual teacher in the classroom. Others highlighted the importance of the professionals who are there to support the well-being of students. From social workers and child and youth workers, to caretaking staff, principals, vice principals and office administrators, to educational assistants and lunch supervisors, parents, guardians and students noted that the involvement of these people is critical

to the success for all students. While the focus on the return to school has been on the classroom, the roles of these individuals contributes to the fabric of support that allows schools to be a place for students to learn and thrive. It is important that all adults in the school community are actively valued for their contribution to student success. Back to school is not just a classroom event, but an opportunity to build a more sustainable fabric that supports teaching and learning for all students.

Universal Design

When designing the “system” it must comprehensively meet the needs of the most vulnerable. There were some families who expressed that they “did not participate in online learning as [their child] was young and unable to engage”. This was also voiced for students who needed more support with language and learning than was offered through the remote platform. Families reported feeling unsupported when staff who worked with students in person (e.g., Special Education Resource Teacher, Educational Assistant, Child and Youth Worker, etc.) were not available, or not available to the same level, during remote learning in the online environment. These families reported finding online learning extremely difficult as they did not know how to support their child(ren). Some of the

students who experienced challenges in daily face-to-face learning became increasingly challenged and disengaged (e.g., English Language Learner, Individual Education Plan, Community Pathway Program) after the shift to 100% online learning.

One family highlighted that parents want “students being taught by teachers, not tutors” (Parent of Kindergarten student) and expanded on the importance of all students having an equal opportunity to learn – not just the ones whose families can afford tutors.

When the future of education is redesigned, the system will need to support and celebrate all students while creating an environment that ensures they can thrive when learning with the HDSB.

Themes We Can Build From

When asked about the benefits of learning before March Break 2020, a parent of elementary school and high school students shared that “We did not recognize the benefits until they were no longer present after March Break”. Other families echoed how much they value, or now value, schools, teachers, school staff and the education community.

Many parents and guardians also went out of their way to highlight the importance and value of teachers. They recognized the innumerable challenges teachers faced to transition their classroom to online and the struggles teachers faced in their families. Throughout the consultations, parents, guardians and students highlighted how important and how deeply they valued and loved the teachers in their lives.

The school closure after March Break and the continuation of teaching and learning in an online environment allowed families and students to experience in-class and different kinds of remote learning, and to recognize what they value most in

education. Throughout the consultation process, six themes emerged as consistently important to parents, guardians and students in terms of their expectations for teaching and learning. These include:

- Socialization
- Connections + Community
- Consistency
- High Expectations
- Real-time Feedback and Assessment
- Hands-on Learning

Theme: Socialization

Parents, guardians and students made overwhelmingly clear that social interaction is the cornerstone in the foundation of school and learning. Learning is a social process.

“Human interaction is VERY important, especially for younger students, students learning a new language and students with special needs.”

-Parent of student in Kindergarten who is learning English

Parents and guardians highlighted the importance of people being a part of a student’s life each day. They expressed the importance of face-to-face learning, group discussions and collaboration for language development and social connection. A parent of Kindergarten students stated that “In-person is so important for mental health and development and we noticed a regression during the time at home.” Mental health and well-being was also central in

the student conversations. As one grade 11 student shared, “Teachers can notice mental illness more in-person than you can online.” Parents, guardians and students valued social interaction to support learning, build well-being and caring when a students’ well-being was at risk.

The value of social interaction is not reserved for primary division students, those learning a new language or with exceptionalities and special needs. Parents, guardians and students in the junior, intermediate and senior divisions shared:

“Social connections in class are very important for those students who do not join groups or clubs.”

- Parent of middle and high school students

“Talking face-to-face can make your brain spark a quicker idea than your brain reading it.”

- Student, Grade 8

Prior to March Break, the things students valued most about teaching and learning included the social aspects, working with peers, interacting with teachers, and participating in activities. Parents and guardians echoed that socialization was the greatest benefit of the in-person school experience. The future of teaching and learning must maintain a variety of social interactions as the cornerstone of learning and continue to build from that foundation.

Theme: Connection + Community

The “deep connections with others in the community” is one of the most significant benefits of learning in-person in the school environment and these connections are not necessarily in the same grade or class (Parent of Kindergarten and Grade 3 students). Parents, guardians and students echoed the importance of the social connections and the community development that naturally occur when students are learning in-person.

Students and parents shared that some students were more confident reaching out to teachers during remote learning. A Grade 8 student created context for this idea when they shared that “...a lot of your classmates may make fun of you because you might

get an answer wrong. But when you’re in online classes if you get an answer wrong there will be nobody to make fun of you.”

Parents and guardians expressed their appreciation for the opportunity to connect with teachers before March Break where “consistent check-ins with guardians on student’s progress from educators that engage with the student daily” (Parent of Kindergarten student, English Language Learner) happened on a regular basis. During the consultations, parents and guardians reflected on the often increased connection with their child’s teachers after remote learning began. Families felt they had developed a closer connection with their

child's teachers during remote learning and some actually saw their child's teacher for the first time in the virtual environment. Connecting with teachers and school staff was shared repeatedly during the conversations as a benefit of remote learning, but it was emphasized that this depth of connection and increased frequency should not be a benefit of remote learning – it should be happening during face-to-face learning as well. One parent of a Grade 6 student raised the concern about families "...overwhelming teachers by reaching out all the time."

Making human connections builds community. These connections and the community that develops are deeply valued by students, parents and guardians. Many families reported that it was more difficult to create and maintain human connections after March Break as communities shifted and diminished. A priority for future learning should be the development and maintenance of human connections and establishing a welcoming community for all students.

Theme: Consistency

Consistency is a word that came up in nearly every conversation with parents, guardians and students during the consultations. Consistency in operations within a class, between classes, within a grade, between grades within a school and between schools throughout HDSB was identified as a significant factor that would bring clarity and organization to the learning environment, both in-person and online. Elements of the learning experience and environment that participants connected to the need for consistency included:

- frequency, duration and format of synchronous learning in the online environment (e.g., Google Meets for both whole class and small group learning)
- frequency and format of communication and reply times for teachers and families between classes within a grade, within a school and between schools

- support for students (e.g., Special Education Resource Teacher, Educational Assistant, Child and Youth Worker, etc.) in-person and in the online environment
- digital platform for learning (online and in-person) (e.g., Google Classroom, Brightspace, etc.) to support development of technology fluency for students and teachers, and organization in accessing and sharing teaching, learning and feedback
- age appropriate and approved digital programs and software being used and are consistent within a class and between classes within a grade

Families with more than one school aged child highlighted the importance of consistency between classes, grades and schools in order to allow them to effectively support student learning. Consistency will lead to the development of fluency in navigating online platforms and resources which will help students and their families meet challenges with greater confidence and possibly greater success.

Theme: High Expectations

When considering the future of teaching and learning, parents and guardians agreed that the same high expectations for teaching, learning and student progress should be in place across all platforms of learning. When teachers, students, and parents and guardians are aware of what is expected regarding attendance, participation in learning, independent and group work, meeting deadlines, using resources, interaction between teachers, students and families, asking questions and applying feedback within the learning environment, the transition between learning platforms can be seamless. Some families and students reported that the development of learning skills including responsibility, organization, initiative, and independent work happened quickly during remote learning and was a definite benefit of the online learning environment that should follow students throughout their learning journey.

Accountability was raised as a necessity in many parent and guardian conversations. For some

parents, their expectations of accountability focused on teachers ensuring that their child was “learning”, demonstrated through set daily start times for synchronous learning, listening to lectures and completing worksheets. Families expanded on this idea that teachers are accountable for students engaging and learning, “Accountability with everyday live check-ins with teachers (if remote)” (Parent of Grade 11 and Grade 8 students) and “Teachers need to remind students and be available to ensure that school is in session.” (Parent of High and Middle School students).

High expectations play an important role in teaching and learning for all students and are imperative for marginalized students. Building on strong relationships developed within the learning community, and adding the needed supports, students work to develop the skills needed to meet new challenges that are presented and encountered.

Theme: Real-time Feedback and Assessment

Parents, guardians and students agreed that timely feedback (preferably real-time) is important. There was also consensus that teachers are experts in helping students to learn and they offer consistent, ongoing and immediate feedback to students, as well as prompts and direction needed by some students. This feedback and guidance is important to help students develop initiative and independence in their learning.

Parents, guardians and students highlighted that feedback encompassed both traditional formal assessments, as well as informal and in-the-moment feedback. Students emphasized the need to be able to ask a question or clarify understanding in a timely manner before continuing a task.

“Finally, engagement in immediate feedback and discussion which allows students to correct in the moment and improve their own learning experiences.”

- Parent of Middle and High school students

“Failure is what leads to success.”

- Student Group 5, six-word story

Specific, clear and timely feedback benefits all students and can be formal or informal, written or oral, shared with an individual student, a small group or with the whole class. Providing feedback, prompting student thinking, and providing direction are indispensable strategies in the broad and continuous process of supporting student achievement.

Theme: Hands on learning

The importance of hands-on learning opportunities for students was raised in parent and guardian conversations and in student conversations. Families referred to hands on learning resources like reading books and textbooks, outdoor learning, as well as science investigations and experiments:

“She felt like students (prior to COVID) are already online so much which is why the one-on-ones and actual hands on learning opportunities are so important”

- Parent, Grade 10 student

“In class learning is important for hands-on learning activities like science lab activities (chemistry, physics) to support understanding.”

- Parent of Grade 11 student

Students echoed the value of hands-on learning including building using hand tools, machines and materials, science investigations and experiments, using math and design skills to complete projects:

“I like that this model gives me opportunities to do more hands-on activities because the school has more learning tools than I would have at my home.”

- Student, Grade 8

“Instead of listening to a teacher lecture us about a subject, we get to problem solve or create something with our own two hands.”

- Student, Grade 8

Parents and students recognized that learning is not just mental, but physical as well. When designing teaching and learning for the future, we need to be explicit in including the hands-on aspects of learning for all students.

Tensions to Explore

While some themes were repeated in conversations with parents and guardians, and with students, there was not consensus. We identified tensions throughout the consultation and within conversations with parents and guardians, within student conversations and between the parent and guardian, and student.

Tensions are sources of stress, but also a source of innovation and opportunity. Navigating the shifts in the future of teaching and learning requires careful exploration of these tensions to create new opportunities that move beyond the paradigms of the past.

Tension: Flexibility vs. Structure

Students that participated in this consultation clearly articulated that they value the choice, flexibility, independence, and freedom that the remote learning environment offered them. “I enjoy working at my own pace, excited to do work at my own pace” (Student, Grade 8). A number of parents indicated that students did set their own schedules and completed school tasks in their own time. As one parent shared, not all kids are morning people and having the option to set a personal schedule was valued. Some students and families expressed that during remote learning students were taking more time to complete tasks than they would during in-class learning and they were engaging in the creative process for work in many subjects.

Increased flexibility in how and when students completed and submitted projects eased stress for families. Some families indicated that students having

the weekend to complete work allowed parents to be more involved and offer support. Families talked about using the additional time during remote learning to pursue other topics of interest with their children. One family talked specifically about taking the time to engage in learning coding. A Grade 11 student asked, “If we all had more time to pursue our interests and hobbies, would that make us a better student/teacher/person?”

In tension with choice, flexibility, independence, and freedom, parents shared the need for students to have consistent wake up times, work times and extra-curricular routines. They expressed that students need to be more aware of deadlines and projects that are underway. Parents and guardians discussed the value of consistent routines for families so that they can focus their full attention on their work. Student routines allowing a family, as a

system, to work more efficiently was repeated as a necessity by a number of participants in the parent and guardian conversations. “Routine that worked for us – get up, get ready, go. I was able to go to work, right now I can’t. Before, they were taken care of for 7 hours a day.” (Parent of Grade 4, 2 and 21

month old). Throughout the parent and guardian conversations there was reference to the need for structure and routine. “Parents benefit when the students are accountable and engaged in learning with their peers. They learn from the behaviour of others.” (Parent of Grade 4 student).

As a system, we need structure to unite us, but as individuals we need flexibility to be able to meet our individual needs – how might we help the system navigate the multitude of ways that flexibility and structure can connect?

Tension: Learning vs. Tasks

There was consensus that high expectations need to be in place for teaching and learning for both in-class and online learning environments. Parents, with their own varied learning experiences, see student achievement as a range of activities or deep inquiry-driven explorations, but there was tension in understanding what type of learning and lessons supports learning.

During the consultations there was discussion that online learning feels like students are getting through the learning quickly. Some families requested a teacher-centric approach where teachers give lessons each day.

“As a parent through this experience, I have a lot more appreciation for the work that teachers do out there. It is not an easy task educating children, I have a more respectful view of the work teachers are doing.”

– Parent, Grade 3 and Kindergarten students

“This has given me a real insight into my kids. I’m seeing how they tackle problems and learn.”

– Parents of Grade 7, 5 and SK

When students were learning from home, parents got a front row seat to what remote learning looks like. Some parents observed how their child thinks and problem solves. In different conversations, these parents highlighted how they saw learning as a mix of engagement, agency and opportunities that constantly challenge the student.

In tension with tasks was a broader understanding of student-centred learning where teachers are creating opportunities for learning and facilitating the learning process, not solely providing knowledge. One parent stressed that “There needs to be accessibility, structure, accountability, meaningful work, continuity, not busy work.” Families were united in their knowledge that they could not

For some parents, learning is best represented by the number of pages read, number of worksheets completed, or time spent. These parents expressed that more time and more tasks represented deeper learning.

“Teacher engagement in person and a daily routine is extremely important. A sense of accountability is very important with expectations of work being done, students online every day, all day completing their work. A virtual classroom is a must.”

– Parent, Grade 4 Student

support learning for Kindergarten students at home, but could help support older students to manage

their time and become more self-regulated which resulted in independent learning.

Learning is a deep, exploratory journey that is different for each of us. How then, might we deepen our community's understanding of what learning can look like?

Tension: Serving me vs. Serving all

Through this consultation process it was clearly articulated by parents, guardians and students that consistency and accountability mean different things to different people. Expectations of teachers, students and families vary from one family to the next. Education is a collective act that is perceived in a very individual way, so how do we meet our students and their families where they are and move them forward to allow each student to achieve success? Who is thinking about the forgotten, the students and families that could not access remote learning and/or have difficulty fully accessing learning in person?

As a collective act, we design for all, not one. While many parents recognize that this is a system designed for many, it is still incredibly difficult when the needs of their child and their family are not met.

Throughout the consultation, voices of parents, guardians and students shared elements of in-person and remote learning that worked for them as well as what did not. In the media and in conversations within Halton communities the difficulties that families have had with remote learning have been well publicized, but we did not hear about the middle school and high school students that were under stress balancing their learning with their family responsibilities. In this consultation students shared that they “Can concentrate better at school...lots of distractions at home ..siblings bothering you all the time” (Student, Grade 8) and “I felt that I couldn't do school justice with pressures of child care at home (baby-sitting my siblings)” (Student, Grade 11).

Since the end of March, few have felt well-served. As we redesign the system to serve our future needs, how might we find a means to uncover the voices that are not heard so that we can meet the needs of many more?

Next Steps

“Great things can be done; we just need to do them.”

– Parent, Grade 6 and 9 students

Schools are very special places. It’s a necessary step, and a rite of passage. It’s where we learn to read, write, think and solve problems. Some of us make our best friends at school. Some of us discover our dreams. For some it’s where our journey begins. For others, it’s where we turn to for support. School is special because it touches each and everyone one of us, in unique and meaningful ways. School is a deeply personal experience.

School is also a community experience. It is where we learn to socialize, become citizens and learn what it means to contribute to a greater good. It is a hub that connects students to their community and the community to their youngest citizens. School is only successful when teams of adults, in many roles, come together to create learning experiences.

But this is not true for every student. Schools are also embedded with barriers to success for too many marginalized and racialized students, which this difficult time has uncovered.

Come September, school will no longer be school as we know it. It has given us a unique opportunity to pause and take stock. All stakeholders know the future will not be like the past. We hope that this report, capturing the insights, themes, and tensions gathered from the HDSB community, contributes to charting a new path and new designs of what teaching and learning can be to meet the high expectations of HDSB students and the community.



I-Think is an education non-profit organization housed at the Rotman School of Management, University of Toronto. We work at every level of the education system, building mechanisms for system change. We cultivate a variety of programs for individual schools and school districts that energize whole school communities, transform teacher pedagogy, and activate powerful student thinking.

Learn more at www.rotmanithink.ca