RYERSON FACULTY CONFERENCE
THURSDAY MAY 16, 2013

CONNECT, ENGAGE, INSPIRE:
Strategies & Tools for Today's Classroom

Follow the conference on twitter  
@#ryecon2013
Welcome to the Ryerson’s Faculty Conference. This conference has been a long standing tradition at Ryerson and I hope that you will enjoy the many talks and opportunities to network with your colleagues. The conference is a wonderful collaboration of many individuals at Ryerson. All assisted with the outcomes of this conference and below each is listed with my gratitude.

**Conference Sponsors**
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Christopher Evans, Vice Provost Academic  
Gervan Fearon, The G. Raymond Chang School for Continuing Education

**Plenary Speakers**
George Siemens, Associate Director of the Technology Enhanced Knowledge Research Institute at Athabasca University

**Conference Committee**
Marilyn Hadad, Dalia Hanna, Anne Johnson, Eric Kam, Don Kinder, Danielle Lamb, John Paul Foxe, Katherine Penny, Amira Rezkalla and Michelle Schwartz.

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**Conference Advisors**
Amy Casey and Linda Kowal.

**Graduate Student Volunteers**

A special note of thanks goes to the many presentation and poster session presenters. Your work inspires us.

_Maureen Reed_

Maureen Reed, Director, LTO
Program at a Glance

8:15 am  Registration and light refreshments
          (POD 60 Lounge)

8:45 – 9:00 am  Opening Greeting
                (LIB 72)

9:00 – 10:15 am  Plenary Session: “Teaching and learning in socio-technical networks”
                  (LIB 72)
                  Presenter:
                  Dr. George Siemens, Associate Director of the Technology Enhanced Knowledge
                  Research Institute at Athabasca University
                  See page 3

10:30 – 11:20 am  Concurrent Session A, See pages 4-6

11:35 – 12:25 pm  Concurrent Session B, See pages 7-10

12:35 – 1:35 pm  Lunch
                  (POD 250 and Snack Stop)

1:50 – 2:40 pm  Concurrent Session C, See pages 11-14

2:55 – 3:45 pm  Concurrent Session D, See pages 15-17

4:00 – 4:45 pm  Special Session: “E-Learning at Ryerson: Challenges and Opportunities”
                 (POD 250)
                 Presenters:
                 Chris Evans, Vice Provost, Academic,
                 John Isbister, Interim Provost and Vice President Academic,
                 Paul Stenton, Vice Provost, University Planning
                 See page 18

4:45 – 6:30 pm  Poster Session and Cocktail Reception
                 (Snack Stop)
                 See pages 19-29

Note: Ryerson Campus Map on back cover
"Teaching and learning in socio-technical networks."

Dr. George Siemens
Opening Plenary Session
LIB-72

The LTO is proud to announce that George Siemens will be the keynote speaker for the 2013 Faculty Conference. He will be giving a presentation on "Teaching and learning in socio-technical networks."

In spite of bold proclamations around transformation in higher education through MOOCs, competency-based learning, social media, badges and alternative forms of assessment, and online learning, the future remains unclear. Lost in the hype is the needs of learners. In particular, how will the university support the learning process when content and interactions exist in distributed networks? When networks augment, even replace, classrooms the role of the educator changes significantly. This presentation will review prominent socio-technical trends and explore their impact on teaching and learning.

George Siemens is an educator and researcher on learning, technology, networks, analytics, and openness in education. Dr. Siemens is the Associate Director of the Technology Enhanced Knowledge Research Institute at Athabasca University, leading the learning analytics research team, and a faculty member with the Centre for Distance Education. He has delivered keynote addresses in more than 30 countries on the influence of technology and media on education, organizations, and society. His work has been profiled in provincial, national, and international newspapers (including NY Times), radio, and television. His research has received numerous national and international awards, including an honorary doctorate from Universidad de San Martin de Porres for his pioneering work in learning, technology, and networks. He pioneered massive open online courses (sometimes referred to as MOOCs) in 2008 that have included almost 20,000 participants.
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<tr>
<th>A1</th>
<th>RCC201</th>
<th>Case Study Teaching Method</th>
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<td><em>Emily Agard and Anne Johnson, Department of Chemistry &amp; Biology.</em></td>
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<td>Students often have difficulty connecting the abstract concepts and theories that they learn in class with real-world applications. One approach to bridge this gap is case study teaching. Case studies increase student engagement and topic interest. They can be effective teaching tools even in large classes. In this session, participants will experience the case study teaching method and learn how they can apply it to their courses. We will discuss case selection, development and implementation strategies for various types of classes, and work through a short case with audience participation.</td>
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<th>A2</th>
<th>RCC203</th>
<th>The Ethics of Care in Working with Immigrant Families: Student Learning in the Field</th>
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<td><em>Mehrunnisa Ali, School of Early Childhood Studies, Susan Bishop, Daphne Cockwell School of Nursing, and Beth Martin, Policy Studies.</em></td>
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<td>This presentation is based on an interdisciplinary, experiential learning pilot project conducted with students from Nursing, Social Work, and Early Childhood Studies. Students each interviewed two immigrant families, then worked together with the families to write and edit their narratives. In the process they learned new things about immigrant families, developed their own research skills, and gained insights into their own prior perspectives. Field Educators and Faculty Supervisors also considered whether this experience should be included in the practicum courses in all three schools. Students, faculty, field educators and the researchers will jointly present their findings at this session.</td>
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<td><em>Richard McMaster, Jeffery Boase and Wendy Freeman, School of Professional Communication.</em></td>
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<td>The proposed Strategic Mandate Agreement submitted to the Ontario Ministry of Training, Colleges, and Universities (October 2012) calls on Ryerson University to be a leader in delivering online education and providing technology-enhanced course content. This year, the School of Professional Communication has developed and delivered two fully online courses and one blended course. Through demonstration and discussion, we will facilitate a conversation about online and blended course design and implementation strategies. Topics of discussion will include technology options and hurdles (including audio, video, and Blackboard-related issues), engagement strategies, assignments and evaluation, copyright challenges, learning object development, academic integrity, and effective group work. Sample course material will be shared, as will student feedback on courses and methods. If you develop or teach online courses, or intend to do so one day, attend this session and join our conversation regarding the challenges and best practices of online course delivery.</td>
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<th>POD367</th>
<th>What's Next for Ryerson's Learning and Teaching Systems? A Student Perspective</th>
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<td><em>Mirela Barbulescu, Stephanie Goetz, Digital Media Projects Office and Brian Lesser, Computing &amp; Communication Services.</em></td>
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<td>Ryerson is embarking on an evaluation process related to the online tools and services the University will make available in the future. This panel discussion is one opportunity for the members of the Ryerson community to shape the way we look at learning systems as a course delivery tool. Does your class make effective use of technology? Are the students in your class engaged and connected? Does the technology do what you need it to do? During this session, a panel of students will discuss their experiences using our current Blackboard Learning System and other tools. The discussion will cover commonly used features, perceived successes and failures, and what they expect to see in modern learning systems. (See session B4 for “A Faculty Perspective”)</td>
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A5  RCC204

Inspiring Students to Be Diversity Leaders: Interdisciplinary Strategies for Teaching About Diversity, Equity and Inclusion
Ben Barry, School of Fashion, Denise O’Neil Green, Office of Equity, Diversity and Inclusion, Nicole Neverson, Department of Sociology, Winnie Ng, Gindin Chair in Social Justice and Democracy.

Academic disciplines often privilege the teaching of hegemonic knowledge that excludes the perspectives of marginalized populations. As educators, our challenge is to expose students to different worldviews informed by diverse lived experiences to inspire them to confront systems of domination in their lives, workplace and society-at-large. Moderated by Denise O’Neil Green (Vice President/Provost Equity, Diversity and Inclusion), this panel presentation explores the teaching tools of three professors that challenge hegemonic narratives, re-imagine alternative paradigms and champion diversity, equity and inclusion. Nicole Neverson (Department of Sociology) will share her research on the effectiveness of teaching strategies used by Ryerson instructors to challenge dominant ideology and explore issues of race, homophobia and disability. Winnie Ng (Chair in Social Justice and Democracy) will discuss her use of a Popular Education approach to create a participatory learning environment and help students explore structural issues related to income inequality. Ben Barry (School of Fashion) will share a case study of a conference that was coordinated for first-year students to encourage them to challenge the beauty ideal and include the experiences of marginalized groups. Dr. Green will question the panelists and uncover insights on their approaches, best practices and challenges when teaching about diversity. The discussion will include handling difficult questions, incorporating the perspectives of marginalized groups into disciplines that may not naturally lend themselves to it, and utilizing the diversity of students in the classroom. Delegates will garner key strategies and tools required to help develop students’ understandings of hegemonic systems and become diversity leaders.

A6  POD372

Clickers: A Versatile Technology for Today's Classroom
Dina Basseri and Restiani Andriati, Digital Media Projects Office.

Many educational institutions have adopted clickers (Student Response System) as a means to encourage participation, student engagement, and improve learning. In this session we will be discussing the pedagogical benefits and the effectiveness of using clickers in a classroom setting, and how it can improve both student engagement and the learning environment. Clickers are wireless hand-held devices that work via a radio frequency between the base receiver and the student's clickers. This technology enables instructors to post a question to the students and instantaneously collect student responses to the question. The responses are then immediately tallied and displayed as a histogram. This provides direct feedback to students and allows for further discussion in the class. Instructors can use clickers in a number of ways. They can serve as a tool to increase class participation, encourage class discussion, assess students' understanding of the material discussed in the lecture, take attendance, provide instant feedback, and allow for student-instructor interaction. It can also facilitate student assessment by generating student reports, delivering quizzes, grading and recording students' results.

A7  SHE651

Lectures: Are They Outdated as a Method of Teaching in the Humanities?
Valentina Capurri, Department of Geography.

In light of recent studies conducted in Canadian universities, it appears that despite current understanding of lecturing as an outdated method of teaching, students still significantly appreciate it. The goal of this presentation is to discuss the role that lecturing still plays in the academy, particularly in the humanities, and why it is important to our students. Drawing on my experiences as a former student and as a current lecturer, I will analyze the reasons lecturing is beneficial to students and explain why it should not be discarded as a tool for engaging the student population across the university spectrum and particularly in the humanities.
A8  
**Teaching by Doing: Connecting with Students Through Common Assignments**  
*William Ju, Department of Chemistry & Biology.*

Higher education classrooms have undergone significant changes over the past decade including use of technology-enhanced lessons, newer teaching strategies, and the integration of in-class lessons and community engagement. However, while many aspects of teaching have changed, methods of engaging students in the class and making connections with students on various class assignments have been slower to gain traction. A new practice of the instructor as a co-participant in assignments and as a peer in the classroom will be presented using specific examples from 3rd and 4th year undergraduate classes in the biological sciences. Specifically, after outlining typical written and oral presentation assignments within these classes, a detailed description of how the instructor can participate in the same assignments as the students will be presented. How the instructor-as-student assignment exemplars are perceived in the context of connecting the class instructor and students, and how this form of engagement enhances classroom dynamics will be discussed.

A9  
**Supervising Graduate Students: Perspectives from Award-Winning Faculty**  
*Learning and Teaching Office and Yeates School of Graduate Studies, Ryerson University*  
*Panelists: Dale Carl, Ted Rogers School of Management, Janet Lum, Faculty of Arts and Ravi Ravindran, Faculty of Engineering and Architectural Science.*

Graduate student supervision can be a challenging experience. Oftentimes faculty find themselves at a loss as to how to proceed when faced with unfamiliar situations. Most often, effective graduate supervision is informed by the faculty member’s own graduate school experience and not through training or any form of systematic preparation for this supervisory role. This year, the Yeates School of Graduate Studies awarded the inaugural Outstanding Contribution to Graduate Educations Awards. These awards recognize faculty excellence in the complex process of mentoring graduate students to prepare them for productive careers. Awards were presented to one faculty member in each of Ryerson’s six faculties. At this session, recipients of this award will be on hand to present their perspective on effective graduate supervision. Each award-winning faculty member will speak from their own experience and from the perspective of their faculty. Following opening remarks from the Dean of YSGS, Dr. Jennifer Mactavish, and a short presentation from each award-winner, attendees will be given an opportunity to put questions to the presenters. This session will provide participants with the tools to address any issues they may be facing with respect to graduate supervision and continue the ongoing dialogue around graduate student supervision at Ryerson University.
Collaboration in Architectural Education: A Reflection on Architectural Science's Collaborative Exercises, 2008-2013

George Kapelos, Department of Architectural Science.

At the start of each winter term, students in the Department of Architectural Science (DAS) participate in the Collaborative Exercise (CE). Conceived in 2005 as part of the curriculum restructuring, the CE is a one-week event inviting all DAS students to explore a design project or current issue. There have been six iterations of the CE, evolving such that undergraduate and graduate students work shoulder to shoulder to address a subject of topicality in architecture, under the guidance of faculty members. The designers of the DAS believed strongly in engaging students at all levels in a shared experience. The CE is grounded in Earnest Boyer's seminal report on architectural education (1996), which advocated for a greater connection between the academy and social and environmental challenges beyond the university campus. Current discussions on the architect's role focus on critical discourse and the need for architects to be able to deal with the unpredictable and complex. The CE affords students the opportunity to put theory into practice in the spirit of the DAS mission, which envisages architecture as a social, technical, political and cultural practice. The session will present information on recent CEs (2013: Civility, 2012: Downsview Redux, 2011: Three ways to engage the city; and, prior to 2010: Air India Memorial, Canada Blooms), discussing pedagogy, lessons learned, and ways in which collaboration fosters inclusivity, nourishes the Department's academic culture, provides inspiration to students, and encourages inter-disciplinary collaboration, all as part of a fun way for participants to begin the winter term.

Engaging EVERY Online Student - The Challenges and Lessons of Creating Accessible Course Materials (Panel Discussion)


The Accessibility for Ontarians with Disabilities Act has highlighted the responsibility of every educator to provide learning materials that address the needs of all students. This panel presentation will include representatives of The Chang School Digital Education Strategies team, as well as numerous other representatives from across the university. The speakers will address the realities of meeting accessibility requirements for online learning content in an effective way. Practical examples of accessible vs. inaccessible materials will be provided, along with a frank discussion around the issues that can arise when striving for Universal Design in the development of new online courses and the retrofitting of existing digital offerings. By the end of the session, participants will be able to identify successful strategies and ideas for how to approach accessibility in their own online course materials.

Using the Case Method in Large Undergraduate Classes

Ken Grant, Dale Carl, and Michael Moorhouse, Ted Rogers School of Mangement.

The business case method pedagogy, originally designed for use with graduate students, can also be effective in large, undergraduate business classes. While most of the case method research has historically focused on the graduate level, the method has now become popular for undergraduate teaching, particularly in business schools. The presentation reviews the challenges of teaching cases, and the challenges of using active learning techniques in large class teaching. The work presents a definition for “large” and “very large” classes in the context of case teaching, and suggests several practices from case-teaching instructors that can be used to teach the method effectively in these environments.
Concurrent Session B  
Thursday May 16, 2013  
11:35 – 12:25 p.m.

**B4**
**POD367**

**What's Next for Ryerson's Learning and Teaching Systems? A Faculty Perspective**

*Stephanie Goetz, Mirela Barbulescu, Digital Media Projects Office and Brian Lesser, Computing & Communication Services.*

Ryerson is embarking on an evaluation process related to the online tools and services the University will make available in the future. This panel discussion is one opportunity for the members of the Ryerson community to shape the way we look at learning systems as a course delivery tool. Does your class make effective use of technology? Are the students in your class engaged and connected? Does the technology do what you need it to do? During this session, a panel of faculty members will discuss their experiences using our current Blackboard Learning System and other tools. The discussion will cover commonly used features, perceived successes and failures, and what they expect to see in modern learning systems. (See session A4 for “A Student Perspective”)

**B5**
**POD370**

**Spanning the Gaps? Access to Post-Secondary Education: Engaging Community to Bring Diverse Learners into the Academy**

*Michelle Green, O'Neil Edwards, Spanning the Gaps, and Jenny Sampirisi, Department of English.*

Spanning the Gaps at G. Raymond Chang School for Continuing Education aims to increase participation in post-secondary education for diverse communities who might not otherwise consider post-secondary studies. By providing information, advice, and credit or non-credit opportunities, Spanning the Gaps strives to bring marginalized learners into the institution, in partnership with schools, school boards, and community agencies. Programs are targeted to students at different points in their educational careers, including high school aged, early high school leavers, and returning adults. Through this experience, we strive to help find the right educational path, including full-time undergraduate studies or continuing education certificates and courses. This interactive presentation with program administrators and faculty will discuss programming elements, inclusive teaching methodologies for underprepared or mature learners, and also provide opportunities for attendees to share their own strategies. Developmental academic skills courses available through Chang School will also be discussed. As a result of attending this session, learners will: 1. Learn innovative community engagement strategies 2. Learn about programming suited to diverse learners 3. Discuss teaching and engagement strategies for underprepared and mature students.
Fostering Successful Interprofessional Teamwork Through an Undergraduate Student Placement in a Secondary School

Enza Gucciardi, School of Nutrition, Sherry Espin, Daphne Cockwell School of Nursing, and Mariella Fortugno, School of Nutrition.

We will provide an overview of the planning, implementation and evaluation of an interprofessional placement of Ryerson undergraduate students from nutrition, nursing, early childhood education, and child and youth care who collaborated to develop and deliver four healthy-living modules to secondary school students. An inductive thematic analysis to describe the teamwork that occurred between students was conducted. Data collected included focus groups with undergraduate students and preceptors, undergraduate student reflections, and secondary school student evaluations of the modules as delivered. Two major themes that emerged from all data sources were “team functioning” and “shift in perspectives.” The undergraduate students identified several ways that facilitated their successful and positive teamwork with one another and also expressed how the placement experience improved their interprofessional skills. The study findings suggest that providing undergraduate students with interprofessional placements in an educational setting can enhance interprofessional teamwork opportunities for students of various disciplines. Students involved in the placement will provide testimonials and presentations of their experiences. We will also provide recommendations and strategies for the planning and implementation of future interprofessional student placements at Ryerson University.

Focus on Blackboard Discussion Forums in Online Courses: Experienced Faculty Perspectives


This forum will present perspectives from four faculty members who teach online and in the classroom. They will share strategies for using Blackboard discussion forums, useful in fully online, hybrid or classroom courses. Use of discussion forums may promote stronger faculty-student and student-student relationships. There are many strategies available to help ensure students are engaged inside discussion forums, and a variety of methods to assess student success in discussing key discipline issues, debating, and supporting each other in the learning process. Experienced online faculty share what they've tried and learned in discussion forums and answer your questions about specific practices. Each panelist will speak for ten minutes about one aspect of discussion forum practice and all will participate in a twenty-minute question and answer session with the audience.

Leaving Their Mark: Teaching Excellence at Ryerson University

Debbie Chant, School of Early Childhood Studies, Ravi Ravindran, Frankie Stewart, Department of Mechanical and Industrial Engineering, Jasna Schwind, Daphne Cockwell School of Nursing and Janice Waddell, Faculty of Community Services.

This session will feature a panel presentation by recipients of the 2012 Chancellor’s, President’s and Provost’s Teaching Awards. Ravi Ravindran, Frankie Stewart, Jasna Schwind and Janice Waddell will share teaching tips and strategies that have earned them special recognition by their students and colleagues. Hear how these exceptional teachers have motivated and transformed their students. Their insights will fill you with inspiration, enthusiasm and new approaches for your classes.
Integrating Experiential Learning in the Classroom: Evidence from a Service Learning Pilot Project in a Community Psychology Course

Noemi Katona, Elisabeth Leroux, Department of Psychology, and Reena Tandon, Faculty of Arts.

Recent attention has been paid to the capacity of experiential learning to provide resources and real-world training to students. Service Learning (SL) has gained popularity in higher educational settings as a means to introduce experiential learning into the classroom. SL enhances the learning process by creating a reciprocal relationship between students and community partners, thereby grounding theoretical knowledge into concrete experience. The objective of the study was to evaluate a SL pilot project, conducted at Ryerson University in an undergraduate community psychology course. Students voluntarily chose to complete the SL or “Regular” assignment, which both consisted of developing a logic model suitable for the evaluation of a community-based program. In the SL option, students partnered with one of three community partners to develop their assignment based on an actual community program. To assess the impact of the SL component, all students completed the Civic Attitudes and Skills Questionnaire (CASQ) and Mental Illness Clinician’s Attitude Scale (MICA) at the completion of the course. Compared to students who completed the regular assignment, students who selected the SL option reported higher scores on the diversity sub-scale of the CASQ. Overall, students who chose the SL option had more positive attitudes towards civic engagement and mental illness. It is challenging to determine if pre-existing attitudes impacted assignment choice and whether positive attitudes are an outcome of the SL option. The presentation will address implementation strategies and challenges for integrating SL as an experiential learning technique in the classroom.
C1  Augmented Reality Apps for Teaching: A Case Study from Ryerson's Department of Architectural Science

June Komisar, Department of Architectural Science.

The web has the potential to break down barriers between the classroom and the outside world, creating a greater sense of relevance for students. For that reason, this initiative began with the development of webpages and blogs that were populated by content the students had to create through assignments. Last year, through a grant from the Learning and Teaching Office, this initiative expanded to the use of an Augmented Reality App instead. The results of this initiative will be shared in this presentation. My colleague, Vincent Hui, along with Ryerson University's Innovation Technologies Library staff, saw the potential for such apps to pull architecture studies out of the classroom into the streets, engaging students with the built world. It is their app, the ARCH-APP, that other colleagues and I have been building upon, using it for a variety of courses. My use of the app for an architectural history/theory course involves the exploration of ways to use the app as a vehicle for assignments that require students to engage with the city of Toronto as an urban laboratory. Through their involvement, the class creates a legacy, a public information databank for the architecture of the city. In addition, the initial assignment was designed for skill building in a variety of areas. This is seen as only one pedagogical use for this new interface. Other possibilities will also be discussed in this presentation.

C2  Arts-Informed Teaching: Connect, Engage, and Inspire through Experiential Learning

Jennifer Lapum, Jasna Schwind, Daphne Cockwell School of Nursing, Marni Binder, School of Early Childhood Studies, Kathryn Church, School of Disability Studies, Linda Liu, Daphne Cockwell School of Nursing, Kateryna Aksenchuk and Sue Bishop, Daphne Cockwell School of Nursing.

Are you curious how scholars use the arts as a teaching-learning strategy in academia? Have you wondered if you need to be an artist in order to implement arts-informed teaching-learning methods? Do you want to more holistically engage your students in the learning process? Arts-informed teaching-learning strategies are one resource in a teacher’s toolkit that can be used to promote student engagement in experiential learning. In 2012, a group of professors and students within FCS formed the Arts in Research and Teaching (ART) interest group to discuss the scholarship of arts in teaching and research. In this presentation, members from Nursing, Disability Studies and Early Childhood Studies will show how they use arts-informed teaching-learning strategies. Using interactive and performative presentation methods, they will dialogue about the use of imagery, poetry, objects, visual narratives, story quilts, metaphors, drawings and creative writing. Links will be made between these arts-informed teaching methods and student learning outcomes, such as critical thinking, and development of identity and personal and professional knowledge. Through this interest group, it has been further elucidated how the arts can unfold layers of meaning, reveal patterns of social organization, and facilitate students’ translation of knowledge into practice. Attendees will leave this presentation with: a) an understanding of possible outcomes associated with arts-informed teaching; and b) ideas of how arts-informed teaching strategies could be implemented in their own classrooms to facilitate connections between student learning and course content.
C3

Neuroscience in the Classroom
Amanda Wintink, G. Raymond Chan School Of Continuing Education.

The human brain has evolved to learn, remember, synthesize, and work with incredible amounts of information. Incorporating neuroscience in the classroom is a growing practice. Understanding neuroscience is also becoming an important part of managing classroom learning experiences. This session will be a brief overview of some of the concepts from neuroscience that are at play in the classroom. Specifically, this session will include a summary of the neuroscience of 1) stress, 2) mistakes, 3) insight, and 4) creativity. Stress is a common issue for students and its presence can both enhance and impede learning. When is it too much? Mistakes are exceptional neurobiological learning tools but are we making the best use of them as teachers? Insight, or that “Aha!” moment is an extremely rewarding part of problem solving. Can we increase its likelihood to enhance student learning? Creativity is a necessary skill in any discipline. But does the brain’s inner critic hold students and teachers back from letting their best (and worst) ideas come forward? This session will be an introduction to some neuroscience concepts with specific tips teachers can apply to the classroom setting in order to enhance the learning experiences of their students and even themselves.

C4

The Minimal-Marking Project: A Success Story
Anne McNeilly, School of Journalism.

The minimal-marking project conducted in Ryerson's School of Journalism throughout 2012 resulted in significantly higher test scores in two first-year classes of minimally-marked students when compared to two traditionally marked classes. The “minimal marking” concept (Haswell, 1983), which requires dramatically more engagement from students in correcting their work, resulted in more successful learning outcomes for surface-level knowledge acquisition than the more traditional approach of "instructor-correct-all" on papers/assignment. Results suggest it would be effective, not just for grammar, which was the objective here, but for any material that requires rote-memory learning, such as the Canadian Press style rules which are used by news publications across Canada. We are continuing the project in 2013 to determine whether the success of the past year will be repeated.

C5

Bringing Life to Learning: Enhancing the ISTC Simulation Program (LTEF-funded project)
Rheta Rosen, Katherine Turner, Margot Collins, and Brenda Massey-Bearegard Interpersonal Skills Teaching Centre.

As a leader in experiential learning at Ryerson, the ISTC promotes teaching innovation and student engagement through the live-actor simulation program. There are over 100 simulations and workshops currently available to faculty through the ISTC catalogue of simulations for use in their courses. Recently, both students and faculty have expressed a desire for new simulation scenarios that better reflect their diverse learning and teaching objectives and provide them with professionally-relevant skills practice. The project responded to this need by engaging with faculty, students and student services staff to review our current offerings and see what was missing. The information collected resulted in the development of 4 new simulations with diverse characters and scenarios that pose professionally-relevant challenges for students, can be adapted for use across multiple disciplines and include enhanced facilitation support for faculty. This session will give participants a “sneak preview” of the new simulations to be launched in September 2013, including an interactive demonstration of one of the scenarios. Please join us to celebrate the successful conclusion of our project.
Teaching Like A Videogame
*Meredith Schwartz, Philosophy Department.*

Why is it that when students are playing videogames they will repeat a challenging section again and again until they succeed, whereas in academic situations they will give up or drop the class at the first sign of difficulty? How could the difficulty settings used in videogames to allow players with diverse skills to enjoy the same game be applied to classroom teaching? I was considering these two questions as I developed the assessments for my liberal elective: Some students in the class are in their first year and have never taken a philosophy course before, while other students are in their fourth year and are ACS philosophy option students. My goal was to develop a course that would be accessible to the former group, while still challenging the latter group. To this end I developed a course with assignments whose skills build on and reinforce those learned in the previous assignments while adding one or two new skills. The students have the option to complete the one-skill version or the two-skill version according to their own self-assessment. Further, videogames allow repeated trials of the same difficult part which helps perseverance. I created an optional final exam which will replace the grade for any assignment of the student's choosing. The hitch is that the replacement stands whether the grade is higher or lower. The student must bring the assignment they wish to have replaced with them to the exam and they will be asked questions about why they did poorly on the assignment, how they learned to improve, and how that improvement will help them in their future academic endeavors.

Converting to the Online Teaching Environment
*Dalia Hanna, Learning and Teaching Office.*

Are you considering online teaching? Converting your course from traditional face-to-face to an online environment takes more than putting your course content into Blackboard. An effective online or hybrid course should incorporate teaching strategies that promote student engagement through interaction, communication, and various assessment approaches. Moller, Foshay, & Huett, (2008) explain that web-based education provides learners with different learning strategies than the ones used in class, and should be customized to create individualized learning experiences. In this session, based on the goals and intended outcomes of your course, we will explore basic steps and considerations for converting your course to the digital world while maintaining a high quality learning experience. Additionally, we will discuss the design of the online syllabus and the workload needed to plan for your online course.

Media, Religion and Culture: A New Way of Introducing Undergraduate Students to World Religions
*Joyce Smith, School of Journalism.*

Developed with the support of the inaugural Diversity Teaching Fund, this new course will be offered to students from a variety of undergraduate programs. In this presentation, the use of popular media (including films, music, journalism, television) will be discussed as a vehicle for presenting key religious ideas in a manner encouraging dialogue. World Religions courses have long been a staple of undergraduate education, however Ryerson has not had such a course. By drawing on one of Ryerson's traditional strengths in “media,” this course will address this curricular gap by introducing the major faith traditions (including atheism and agnosticism) via popular media. The study of religion, media and culture as a joint academic exercise is now entering a mature stage worldwide, and this course will use the experiences of professors from the US, UK, New Zealand and Scandinavia to inform its approach.
**C9**

**POD370 Why Should Lectures Be Captured and Streamed Online?**

*Restiani Andriati, Digital Media Projects Office, Andrew Laursen, Department of Chemistry & Biology, Arianne De Guzman, Digital Media Projects Office/Computing & Communication Services.*

With the prevalence of mobile devices and the "access from anywhere any time" phenomenon, the increase in lecture capturing and streaming comes as no surprise. Since the fall of 2010, Ryerson has been providing support for instructors who would like to capture their lectures and make them available online on-demand. Not only is there an increase in the number of online videos, nowadays instructors use lecture capture on a more regular basis, such as in their weekly classes, rather than just once in awhile, such as for a guest speaker. Online videos are not limited to lectures only; there are also tutorials, such as lab and software tutorials. Why would an instructor decide to have his/her lectures recorded and streamed online? Is there any concern that students will no longer attend classes if the lectures are made available online on-demand? How are the lectures received by students? How does lecture capture change the way he/she teaches? How does it impact students' learning? These are some of the questions we will discuss in this session. We will also discuss Ryerson’s web streaming tool called Ryecast, including the new lecture capture software, in which instructors can easily record their presentations on their computers in their own home or office, and upload them to Ryecast for on-demand viewing by students. By the end of this presentation, participants will learn some of the pedagogical benefits to providing students access to recorded lectures and tutorials, as well as the disadvantages of using this strategy. Participants will also be provided with the information on how to get started and where to get help in using Ryecast.
Concurrent Session D

D1 RCC201
Narratives of Architecture / Narratives of Diversity
George Kapelos, Department of Architectural Science.

In 2012, George Thomas Kapelos received funding from Ryerson's Teaching about Diversity Fund to explore questions of diversity, equity and inclusion in architectural education. The study, “Narratives of Architecture / Narratives of Diversity,” investigated the attitudes of first-year architecture students with respect to diversity, equity and inclusion (DEI) in their chosen discipline. The study involved two surveys, delivered in the context of a required first-year, first semester course in the Architectural Science program (ARC103 - The Built Context). The course has as its central theme “Narratives of Architecture” within which the sub-theme of diversity, equity and inclusion was explored. In-class “Workouts!” engaged students to think critically about the aspects of DEI in their chosen discipline. Surveys were administered near the start of the course and after its conclusion, and an in-class writing assignment invited students to undertake research on an aspect of diversity in architecture and present their findings. The session will discuss the project context, methodology and outcomes, examples of student activities in “Workouts!”, and present reflections by the instructor and participants on lessons learned from this investigation. Exposure to questions of DEI at the outset of a student's architectural education has the potential to develop an awareness of the range of issues that students may need to address in their professional life. Engaging students in a consideration of questions of DEI supports their personal and professional development.

D2 RCC203
Innovative Approaches to Foster Person-Centeredness in Teaching-Learning Situations
Jasna Schwind, Heather Beanlands, Daria Romaniuk, Jennifer Lapum, and Karen Le Grow, Suzanne Fredericks and Sue Edwards, Daphne Cockwell School of Nursing.

Person-centeredness has received considerable attention in a variety of health professions and practice disciplines as approaches that are grounded in principles of respect, autonomy and empowerment. Person-centred approaches require the development of therapeutic interpersonal relationships, which take into account the centrality of an individual’s experiences, values and beliefs. In order to support students in developing person-centred approaches, faculty members need to model person-centeredness in their interactions with students by creating opportunities for genuine, respectful dialogue using strategies that foster critical thinking, reflection and self-awareness. This role-modeling and experiential student engagement, coupled with professional knowledge, positions students to enact such person-centred actions in their practice. As nursing faculty members with research interests in person-centeredness we explored ways in which we actualize these qualities in our teaching-learning encounters. In this presentation we will share some examples of innovative approaches used to model person-centeredness in the classroom including metaphorical reflection, reflective writing, poetry, collages, case situations and simulations, as well as other creative self-expression strategies. Such approaches offer experiential teaching-learning opportunities, which foster the development of personal knowing, as well as constructive, respectful relationships among faculty and students in any educational setting. In this session the audience will: a) learn about person-centred approaches in education and practice; b) experience different creative approaches used to learn person-centeredness; and c) have the opportunity to share their own person-centred strategies. Ultimately, our purpose is to illustrate how creative person-centred approaches can be enacted by teachers across disciplines and in a variety of situations.
graphic blogs (glogs): fun but meaningful learning tools
william ju, department of chemistry & biology.

engaging students in higher forms of learning that involve critical analysis and creativity has been a challenge in biology. graphic blogs or glogs (glogster.com) were investigated as a potentially useful online tool for engaging students in higher order concepts related to neurobiology. specific elements of the online glogster assignment, samples of both instructor and student generated glogs, and surveys of student satisfaction with this assignment will be presented. the use of glogs and similar online assignments, their advantages and disadvantages in biology and other disciplines will be also discussed.

setting up for success: top 5 time-saving tools & services from the library
cecile farnum, cynthia ng, ann ludbrook, diane michaud and lucina fraser, library and archives.

library services have evolved to meet the challenges post-secondary learners face in the digital age. join us for a crash course in the many services and resources we offer to organize your courses and help set your students up for success! our discussion will include the bookfinder app, copyright evaluator, research help options, relais, the new digital delivery system for interlibrary loan materials, and creating accessible materials. our session will provide the background on each of these tools and services, as well as brief demos where possible for you to try hands-on. learn how these tools can facilitate a positive teaching and learning experience for both you and your students!

what technology may not be doing for student learning
elizabeth trott and david collins, philosophy department.

our shared presentation will raise questions about the use of technology in the classroom. our interest is not in what it achieves, but what it may fail to achieve. we will consider two questions: (1) if learning objectives are the result of the importing of social science methods into pedagogy, what kinds of learning does the increased use of technology guarantee or neglect? for example: where technology facilitates visual learning what happens to the concentration required for learning by listening? (by kinds of learning we mean rote/repetitive; comparative; speculative/lateral thinking -- what northrop frye called educating the imagination.) (2) can we measure different kinds of learning through teaching only to technology enhanced "learning objectives"?

walking the talk
catherine crowe, g. raymond chang school for continuing education.

how can you bring compelling community issues and course concepts to life for students, especially if the course is hybrid or fully online? this presentation will demonstrate the evolution of the 'homeless is a national disaster' tour, its past use with politicians, media and public policy figures, and its current use with students as it relates to course content in journalism, community health, urban planning, disability studies, and nursing, to name a few programs. the tour, now titled 'community health and social justice walk', evolved in response to students' repeated requests for exposure to the issues. in the words of one student, "i would like to say that the walk was truly a humbling and eye-opening experience. it took concepts of justice and advocacy and brought them to life which to me, is invaluable." cathy has collaborated with both student and professional photographers for this powerpoint presentation that will show you the evolution of the concept and take you on the walk!
**D7**  
**RCC204**  
**Accommodation and Core Academic Standards: Access Centre Engages Tension (or, How to Stay Balanced)**  
*Marc Emond, Access Centre and Christina Halliday, Student Learning Support.*

It is the institution's obligation to accommodate students with disabilities. And Ryerson must maintain its high academic standards. As such, those of us engaged in the decision making with these variables often find ourselves off balance; both are bone fides. This session will explore the inherent tensions within the scope and practice of implementing academic accommodation for students with disabilities while ensuring core academic standards of a given curriculum. The Access Centre exists between these tensions and works to facilitate such decision making. Access Centre Manager, Marc Emond and Director, Student Learning Support, Christina Halliday will discuss how these tensions occur for the Access Centre and explore with faculty members how relationships and new approaches are making this work more collaborative and efficacious. Join us as we highlight changes at the Access Centre, including salient points from our two Town Hall meetings this past year, and as we explore the primary drivers of tension in our work. There will be plenty of opportunity to provide feedback. Not to be missed.

**D8**  
**SHE662**  
**Times, They Are a-Changin’**  
*Stefan Kerry, Office of Co-operative Education.*

The evolution of internships and placements over the past five to ten years, including a look at emerging trends in off-campus experiential activities, will be explored by members of Ryerson's inter-faculty/departmental Off-Campus Experiential Learning (OCEL) committee. Panelists will share their recent successes and present some of the challenges facing their programs, including the rise of unpaid internships and their impact on student learning, the need to provide timely, sector-relevant opportunities for students, and the challenge of creating more distance and inter-professional education placement options. Off-campus experiential learning activities constitute a large segment of a student's timetable in many Ryerson programs and provide opportunities for students to apply theory learned in their courses to authentic workplace settings. The OCEL committee serves as a connection to people, programs and services throughout the university, and aims to use that connection to enhance student learning, allowing for personal growth, and preparing graduates for the workplace and/or further education or professional training.

**D9**  
**SHE651**  
**MOOCs - A Perspective on Current Delivery Models**  
*Leonora Zefi, Digital Education Strategies, Jaigris Hodson, Diversity Institute, Naza Djafarova and Ya-Yin Ko, Digital Education Strategies.*

As more educational institutions continue to experiment with Massive Open Online Courses (MOOCs), there is increased discussion and concern about quality of delivery of online courses. A panel will examine how MOOCs are influencing higher education learning models, outline key concerns related to delivery standards, focus on available research findings, and share some first-hand student experiences in MOOCs. The panel discussion will also focus on the financial realities of developing and delivering MOOCs and reviewing some current delivery models and business strategies. At the end of this session, participants will be able to compare relevant MOOC issues related to delivery standards and how lessons learned may be applied to future course development and delivery.
E-Learning at Ryerson: Challenges and Opportunities

Chris Evans, Office of Vice Provost, Academic, John Isbister, Office of the Provost and Paul Stenton, University Planning Office.

Recently the government of Ontario suggested that universities should expand e-learning opportunities for students. Ryerson is already a major provider of e-learning in the province. As such, we are well aware that e-learning offers educational opportunities yet also comes with challenges. This session will present some thoughts on possible directions for Ryerson in terms of e-learning, consider the strengths and weaknesses of e-learning identified in literature (see also http://ryerson.ca/lt/elearning/), and try to address some of the challenges we may face as faculty and as an institution (e.g., faculty training, pedagogic quality, technical support etc.). The panelists will present brief statements to provide context and an overview of Ryerson’s possible directions followed by an open Q&A session with audience members.
P1  Test Centre Online Systems  
Stephanie Allard, Student Learning Support.

The Test Centre is a service for both students and faculty. It assists in administering two primary functions of the university, accommodated testing, and make-up testing. Using two different online systems, the Make-up Test Centre and Access Centre Test Centre can assist faculty in managing their students by using online tools to facilitate testing.

P2  "Meeting Students Where They Are" A Pilot Study Evaluating the Use of Social Media for Distributing Supplementary Course Content  
Sara Cowan, Adrianna Tassone, Kristin Vickers, Benjamin Dyson, and John Turtle, Department of Psychology.

The use of social media is ubiquitous but the effects of social media on student performance are ambiguous. In the spirit of "meeting students where they are" (Junco, 2012, p. 170), a pilot study was conducted that evaluated the use of social media (Facebook) as a way of augmenting Introduction to Psychology courses with contemporary and content-relevant news stories. Across five sections of PSY 102 (approximately 1200 students), students were exposed to periods of the course where Facebook was utilized in conjunction with an in-class discussion on the news story, and periods where Facebook was not used. Each section thus served as its own control group. The results showed general course engagement and understanding did not differ as a function of the intervention but rather as a function of time, where students reported increased engagement and understanding during the final third of the course. During those periods where students received the Facebook augmentation, measures of engagement, understanding and the perceived relationship between the Facebook materials and the rest of the course were lowest when students reported not using the site at all. The pilot study raises questions about online environments in which social and academic spheres can meet and issues surrounding the specific delivery of supplementary course content in future work.

P3  The Spectrum of Experiential Learning: From Case Studies to "Zone Education"  
Christopher Evans, Office of Vice Provost Academic.

Recent surveys in North America show that students demand career-relevant education from their institutions of higher learning. Career-relevant education is at the heart of Ryerson’s vision and mission; it is what Ryerson is known for in the broader community and it is one of the features of our programming that attracts applicants. There are many ways elements of career relevance can be woven into curriculum. There is in fact a spectrum of opportunities to apply theory and critical evaluation to real situations. This spectrum ranges from active learning experiences like case studies at one end, to full-fledged experiential learning (EL) activities such as co-op and placements at the other. These traditional EL approaches have served Ryerson well. However, as society and the world of work in particular, continue to change in response to innovation, the question may be asked whether these fully meet the needs of today’s learners. To start to address this question, this poster presents a snapshot of the current EL spectrum at Ryerson as well as points the way to possible new directions such as opportunities which resemble the team-based innovation approach developed in the Digital Media Zone.
P4  English Language Support for Faculty
   Tunu Sodhi, Learning and Teaching Office.
   Ryerson University has one of the most diverse faculties in Canada. This poster aims to show those whose first language is not English that there is a program to help them improve their English speaking, grammar, vocabulary and writing skills at Ryerson. An English Language specialist will work individually and confidentially with faculty to improve their oral communication and fluency skills when interacting with students and colleagues in order to provide them with the best opportunity to be successful at the University. The program will give faculty the skills to effectively provide student feedback and enhance their English writing skills for academic purposes.

P5  Voices of Diversity: Digital Narratives in the Classroom
   Elaine Frankel, School of Early Childhood Studies and Jasna Schwind, Daphne Cockwell School of Nursing.
   Narratives are increasingly accepted as a valid approach to teaching-learning and inquiry. Through narratives teachers and learners gather information about the values and priorities of clients and their families in order to create and provide appropriate services. When learners listen to the stories of others, they are able to develop empathy and connection with individuals whose life experiences might be different from their own. Learners are thus able to generate new insights on practice, gain a professional voice, and develop new ways of knowing. Digital narratives allow students to critically think and reflect on issues of diversity, inclusion and equity. This poster presents a “library” of digitized stories, which have been developed with a grant from the Ryerson Teaching About Diversity fund to highlight unique experiences of real people. Each digital narrative is a 3-minute video, which describes the storyteller’s lived experience. These digital narratives are intended for use by faculty in their courses to enhance learners’ understanding and appreciation of diversity, and to stimulate their critical thinking and reflection on the unique life experiences of portrayed individuals. These narratives aim to augment learner-engagement as they examine and reflect on their personal and professional identities, including their beliefs and assumptions about people and events. Further pedagogical support in form of a brief electronic manual, accompanies the digital narratives to assist faculty in discussing the storied situations with their learners. This poster will present examples of digital narratives and pedagogical approaches to using this tool.

P6  Virtual Office Hours for Real Students
   Sharonna Greenberg, Department of Chemistry & Biology.
   The internet has changed the way we interact with one another and has led to a growing trend towards online communication. To keep up with this trend, university instructors have examined ways to connect with students using an online environment. This poster examines the utility of the online office hours tool in Blackboard through a review of the literature and survey results collected from first- and second-year chemistry students. Online office hours provide a means for instructors to connect with students via an online chat room at a specified day and time. Students pose questions in the chat room and the instructor or other classmates can discuss these questions in real-time. This poster explains how to use the online office hours tool and presents instructors’ and students’ perceptions of the tool. Given that today’s students prefer texting over talking and Wikipedia over libraries, holding online office hours could prove to be a worthwhile tool.
P7 Curating Creativity: An Attempt to Bring Art and Science Closer Together Through Self-Expression Assignments

*Benjamin Dyson and Sami El-Sibaey, Department of Psychology.*

The current liberal studies course PSY813 Psychology of Art and Creativity provided an opportunity to investigate ways to cultivate diversity not only with respect to appropriate teaching and assessment methodologies for students from a range of disciplines, but also to find a common ground between the scientific background of psychology and the artistic background of art, drawing and aesthetics. Relative to traditional modes of assessment (at least for a Psychology course) the course also used a novel final form of assessment in which students proposed a piece of art that communicated scientific principles learnt in the course. This culminated in a mock 'gallery opening' in the final week of class after submission of the assignment, where students were invited to discuss their proposals with other members of the class. Preliminary data and observations from the use of this kind of assessment will be presented and discussed. In particular there will be a reflection on the use of 'creative' assignments relative to 'standard' forms of assessment.

P8 E-learning and Assessment Tool for Computer Programming Courses

*Eric Harley, Department of Computer Science.*

We have developed an e-learning and e-assessment tool for a first year university course on computer programming. The tool presents information and questions to the student and provides immediate feedback to the student regarding correctness and score. An answer may be a selection from a multiple choice question, a word or a sentence in a short-answer question, or a complete computer program involving several files. When a program is required, the answer is open-ended in the sense that the contents of the program are only checked in terms of functionality. The results are packaged for the instructor in a specially-formatted file that contains the questions as they were presented to the student, the student's answers, and an automated assessment. The tool is platform-independent, since it is written in Java. It is capable of shuffling questions, presenting a random subset of a group of questions, and awarding partial credit for repeated tries. The tool includes security features to improve evaluation integrity. The purpose of this poster is to introduce this learning and assessment tool to other faculty. Colleagues who teach introductory programming courses will learn an alternative approach to motivating and assessing learning of programming languages and we hope will be interested in trying this tool.

P9 Exciting Changes on the Copyright & Open Access Front

*Ann Ludbrook, Library and Archives.*

Recent changes to Canada's Copyright Act and a groundbreaking Supreme Court of Canada ruling last summer have changed the guidelines on how we can deliver course materials to our students. Fair dealing now applies to education, and Ryerson University has a new fair dealing guideline. New educational exceptions will be discussed such as those that allows you to use material more freely from the Internet. Come and find out about some exciting copyright developments for education. Also discussed will be our Open Access Author's fund, one of the first of several initiatives to help faculty create more open access research material.
**P10**  

**Ryerson University Access Centre: A Clearer Picture?**  
*Stephanie Rose, Access Centre.*  

For many of us, we do not understand what it means to be a student living with a learning disability. In this engaging poster presentation our goal is to show conference participants an idea of what it is like to live with a learning disability, in addition to clarifying the needs of our population. The Access Centre at Ryerson University facilitates and supports accessibility and inclusion through education and academic accommodation for students with disabilities. There are currently approximately 1600+ students registered with the centre, each with individual needs and accommodation plans. Although students attending university are expected to serve as their own advocates, the Access Centre provides guidance and support with this process. It is our goal to raise awareness about the types of disabilities our students have and how we can better serve their academic needs. In addition to providing an example of the challenges a processing disorder can create, our poster will provide educational information on the population that we serve, the types of accommodations we facilitate and our outreach and programming. We expect that the diversity of material included along with our engaging approach will assist in providing conference attendees with a clearer picture of the Access Centre.

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**P11**  

**Paediatric Health Assessment: An Innovative Approach to Learning**  
*Daria Romaniuk, Paula Mastrilli, Continuing Education Nursing, Stephanie Chu, Grace Garvey and Daniela Naccarato, The Hospital for Sick Children.*  

The Chang School, Nursing, the Hospital for Sick Children (SickKids) and the Daphne Cockwell School of Nursing have combined their clinical, academic and technological expertise to develop and deliver a hybrid advanced paediatric health assessment course that will build the capacity of nurses to provide high quality paediatric care within health care organizations across the province of Ontario and beyond. The course is intended to meet the learning needs of paediatric nurses who may have had limited experiences with children and young adults in their undergraduate programs, and were offered few options for continuing education courses at a post-baccalaureate level. This unique course includes online learning activities and participation in a day-long simulation workshop hosted in the Simulation Centre at SickKids. The online format exposes nurses to learning activities that promote their health assessment and critical-thinking skills, such as audio-based interactive case studies. In the Simulation Centre, students have the opportunity to learn from each other as they take part in simulations prepared by their classmates based on real clinical situations. Future visions include increasing the complexity of online interactive activities, implementing strategies to make the course accessible to nurses beyond the GTA and establishing a paediatric nursing certificate. This poster will describe the collaborative process in development of the course, student experiences in the course and plans for continued development.
P12  Effective Use of Teaching Technology in a Large Class - Streaming Video and Clickers  
*Gosha Zywno, Department of Electrical Engineering, and Learning and Teaching Office.*  
In this poster I want to share my experiences with the two technology-based tools I have been experimenting with in teaching my large (200+ students) engineering class over the past two years (Winter 2012 and Winter 2013). The tools are: Streaming Video and Clickers. For the last two years I have been preparing review materials for my students in form of recorded streaming video versions of my lectures - the recordings are posted on the course Blackboard website. I have collected student responses on topics that are available for a review, and data seems to support my hypothesis that students find this tool an effective help in their learning. I introduced iClickers to my class only recently in this semester, but I have previously used the CPS clickers system and I want to share my observations on how these two systems compare in terms of their ease of use. I use iClickers as part of my teaching strategy to effectively engage learners in meaningful class activities, and I want to share this strategy with conference attendees and to engender a discussion on how technology fits into a teaching approach that supports student engagement.

P13  Digital Artifacts That Engage Students  
*Yueh-Chin Ma, Igor Karasyov and Ilya Emilianov, Digital Education Strategies.*  
This poster presentation will take the form of digital displays. A variety of video and interactive learning and teaching tools that are currently used in online course delivery at Ryerson University will be showcased. Several program areas will be represented. A few members of the Digital Education Strategies team will be available to answer questions and talk about artifact-based technology and instructional strategies. This presentation relates to the themes of student engagement and the use of technology to support higher education pedagogy. The ideas presented may inspire Ryerson faculty to develop artifacts that support their teaching, regardless of what type of courses they deliver – classroom, flipped classroom, hybrid or fully online.

P14  Lake Devo Enhanced  
*Yueh-Chin Ma and Maureen Glynn, Digital Education Strategies.*  
Lake Devo is an award-winning online role-play application developed by Digital Education Strategies (DES) in The G. Raymond Chang School of Continuing Education. This innovative tool effectively supports instructors’ pedagogical objectives, while providing an environment where students can easily create their own characters and collaboratively build case scenarios in real-time. Scenarios are then published as 2-D movies for discussion, debate and analysis. Lake Devo’s versatile pedagogical framework can be used across disciplines to help students develop their interpersonal communication skills using the digital environment. This tool has proven to be a novel and engaging way to allow students to practice their problem-solving skills online and within a real-world context. Lake Devo has been implemented to great success, since 2009, in early childhood studies, food security, fund raising management, interdisciplinary studies, nursing and retail management area courses at Ryerson University, and has garnered interest from many other institutions, both academic and private. This interactive poster presentation is perfect for any faculty seeking an interactive strategy for their teaching. Come out and see the updated version of this dynamic tool and speak with the development team about how you can incorporate Lake Devo into your course!
P15  To Tweet or Not to Tweet, That Is the Question  
Marilyn Hadad and Jenny Liu, Department of Psychology.  
In the 20th and 21st centuries, new technologies have been developed that have enhanced the dissemination of information in all spheres of activity around the globe. A concerted effort has been made to adapt these technologies to increase the learning and motivation of post-secondary students across a wide range of disciplines. Often, post-secondary educators make the assumption that utilizing these new technologies will enhance the student's learning, motivation and engagement. Indeed, many educators even feel pressured to use these technologies to keep pace with the cultural and sociological norms of students today. However it is not always clear that technologies do advance learning, motivation and engagement. This poster will highlight the conditions under which the use of technology is counter-productive.

P16  Reaching All of Our Students Through Universal Design for Learning  
Universal Design for Learning Subcommittee: Maureen Reed, Dalia Hanna, Learning and Teaching Office, Susan Cody, School of Professional Communication, Catherine Dowling, School of Interior Design, Esther Ignagni, School of Disability Studies, Maureen Glynn, Digital Education Strategies, Danielle Lamb, Ted Rogers School of Business Management, Jason Lassaline, Department of Aerospace Engineering, Diane Michaud, Library & Archives, Meredith Schwartz, Department of Philosophy, Kathryn Underwood, School of Early Childhood Studies and Kelly Dermody, Library & Archives.  
Recently, a Ryerson committee made up of individuals from across the university, examined how faculty could create courses that are accessible to all students with and without disabilities. Through a review of literature, a stakeholder survey, and a review of other universities’ best practices, the committee came to recommendations around creating a learning environment that is inclusive. This poster, will highlight recommendations made to create accessible courses at Ryerson, including recommendations for course outlines, in-class course delivery, online course delivery, student resources, student assessment, faculty resources and training, and accessibility in learning management systems. Barriers to accessibility and strategies for implementing universal design will also be discussed.

P17  One Stop Course Reading: Order Everything Online!  
Fangmin Wang, Steven Marsden, Flora Hon, Michelle Chen, Library & Archives and Risto Leivat, Ryerson University Bookstore.  
Now you can order all your course readings through one online form. Whether you are ordering a Custom Course Manual (course pack) through the Bookstore, an E-Reserve reading posted to Blackboard, or a book, video or CD to be placed on Print Reserve at the library circulation desk, you can submit requests all in one place. We do the copyright checking for you, and if necessary, the scanning to pdfs, the creation of electronic links, and we make the material as accessible as possible. Your students will be directed in Blackboard where to find their readings (whether they are Bookstore, E-Reserve or Print Reserve request). If you are reusing past materials for a new course, you can "clone" them easily with just a few keystrokes on the computer. Come and find out how easy it is to create your course readings at Ryerson..
P18  Interdisciplinary Dialogue: Using Multimodal, Dialogic Pedagogies to Teach About Diversity and Conflict Resolution
*Christina Parker, Interdisciplinary Studies Program, G. Raymond Chang School for Continuing Education.*
This poster will share various democratic and inclusive dialogic pedagogies that encourage interdisciplinary community service students to engage in dialogue about conflict and diversity. This poster will showcase ways in which multimodal, dialogic pedagogies, such as circle processes, cooperative learning, critical thinking exercises, and interdisciplinary teams, are used to engage students in learning about conflict resolution, within the context of diversity. This poster will illustrate practical teaching strategies that encourage interdisciplinary dialogue by drawing on the perspectives from students’ different disciplines, such as nursing, early childhood education, child and youth care, social work, criminal justice, psychology and others. Interdisciplinary courses, such as conflict resolution, facilitate a creative tension between different discipline-specific ways of knowing. Through dialogue this complexity is examined through an individual and collective transformation of the disciplinary perspectives. The course content and pedagogy stimulates and builds on diverse knowledge and perspectives to address and learn from multiple theoretical frameworks. This poster will draw on students’ experiences and instructor strategies to show how dialogic and discussion-based pedagogies encourage diverse and alternative viewpoints and offer greater possibilities for their inclusion.

P19  Are You Visible? Tracking Your Academic Footprint!
*Jay Wolofsky and Lei Jin, Library & Archives.*
New social media and other web technologies have transformed the way in which the intellectual output and scholarly impact of faculty is being disseminated and accessed. Networked knowledge production, academic blogging and microblogging, virtual conferences, backchannels and e-publishing preclude the use of traditional metrics in terms of promotion, tenure, academic rank and institutional prestige. As academic researchers endeavour to find ways of providing evidence of their changing scholarly value, current metrics, e.g. H-Index and journal impact factor, for measuring scholarly impact from traditional channels are proving to be of limited use. Web-based alternatives, “altmetrics”, “cybermetrics” or “webometrics” may provide the advantage of assessing a wider range of scholarly impact, or “Academic Footprint”.

P20  Anthropological Eclectic Teaching Approach: Connecting, Integrating, and Inspiring
*Francisco Pino-Romainville, Department of Aerospace Engineering.*
This eclectic teaching approach combines mainly two teaching methodologies (Experiential Learning Model and Positive Reinforcement) without losing the humanistic perception. Every student possesses different learning methods, meaning that some students will require extra guidance to achieve what is expected in class. Active knowledge must be transferred from professor to students to serve our society, with the ultimate goal being to transfer Superior Knowledge. Superior Knowledge is the topic of every professor’s line of research and expertise (involving students into the new trends of research, new applications to the industry, etc.) to contribute to science.

P21  Analysis of the Summon Service at Ryerson University Library
*Kevin Manuel and May Yan, Library & Archives.*
Web Scale discovery services have become the holy grail for libraries to stay relevant to a generation that ‘Googles’ its way through research. But do these discovery services improve learning? Does finding information faster equate to finding the most appropriate research? Our research study was initiated to assess Ryerson’s discovery layer and explore how well the tool served our needs of our users. In one of the online surveys, we collected over 6,200 survey responses – 21% of Ryerson’s population! Highlighting the results of the responses and interviews, we will provide an overview of evaluating discovery layers in libraries.
**P22**

**Studying Gender, Sexuality, and Race: New Course Development for Criminal Justice and Criminology**

*Emily Van der Meulen and Anne-Marie Singh, Department of Criminal Justice and Criminology.*

The past three decades have witnessed significant growth in the interdisciplinary fields of "sexuality studies", "feminist studies", and "critical race and diaspora studies." The growth of these broad fields, and the acknowledgement of the need to teach about diversity and inclusion in university classrooms, signals the increasing importance of knowledge of gender, sexuality, and race for one’s intellectual and academic development as well as one’s future career. Currently, the majority of Criminology, Sociology, and Women's Studies programs at Canadian universities offer courses that focus exclusively on gendered and racialized experiences of the law and criminalization. While the Department of Criminal Justice and Criminology at Ryerson offers courses that provide students with a breadth of diversity-related knowledge (for example, "Violence and Communities", "Criminal Justice and Social Inequalities", "Aboriginal Governance/Justice", and "Victims and the Criminal Process"), there has been an identified lack of courses that encourage a more significant depth of knowledge and understanding of key social justice topics in the early stages of the students’ academic study; namely courses exclusively on gender, sexuality, and race. This poster presentation will highlight the results of an in-depth search of related curricular content and departmental course offerings at Canadian universities. The search was conducted as part of Drs. Emily van der Meulen and Anne Marie Singh’s ‘Teaching About Diversity Fund’ grant, which resulted in the development of two comprehensive course proposals, entitled "Gender, Sexuality and the Law" and "Race, Ethnicity, and Justice,” for the Department of Criminal Justice and Criminology.

**P23**

**Learning at Youtube.com? Students Embrace Web-based Presentation Opportunities**

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An important skill to learn in university is how to present information. Written assignments are common in both lower- and upper-year courses, oral presentations are not. Large class size and limited class time often combine to make oral presentations unfeasible. Beyond students’ undergraduate career, however, it will be important to have the skills necessary to deliver presentations. This places students who do not receive opportunity to develop their presentation skills at a disadvantage. Although traditional oral presentations are in-class, oral presentations need not be delivered in class, per se. Technology can be utilized to skirt the limitations of time and class size, permitting students an opportunity to present. Students in PSY434 were offered an opportunity to create a Youtube video as an alternative to in-class presentations; the links were then shared on Blackboard. Youtube presentations were expected to provide students with a familiar platform, the opportunity to practice organizing and presenting information, and creative freedom. PSY434 students embraced the opportunity and created engaging, entertaining, and educational videos that were very well received by the class (e.g. http://youtu.be/JqJnnVDyhLU; Manion & Bortoluzzi, 2013). Creating Youtube videos was reported as easy and fun. At this poster session, we will share student videos and experiences, encourage discussion of how web-based media platforms can supplement traditional learning milestones to provide students with a fun opportunity to learn.
P24  Rye's Homegrown: Interdisciplinary Experiential Learning Opportunities Through a Focus on Food Systems Issues
Fiona Yeudall, School of Nutrition, Catherine Lung, Kim Fox, Arlene Throness, Centre for Studies in Food Security, Mark Gorgolewski, June Komisar, Department of Architectural Science, Joe Nasr, James Kuhns, G. Raymond Chang School for Continuing Education, Leila Farah, Vera Straka, Department of Architectural Science and Lesley Campbell, Department of Chemistry & Biology.
Discontent with the dominant industrial food system is evident from the rise in interest and participation in urban food growing, farmers markets and demand from eaters for more information regarding where and how their food is produced, prepared, processed and delivered to market. A group of Ryerson students, staff and faculty have been working since 2009 on the Rye's Homegrown (RHG) project that aims to support participants to reconnect with their food though gardens and food related activities. Our post-disciplinary approach (Cook et al., 2006), whereby the issue of concern (food systems from grow to throw) becomes the organizing principle and opens up spaces for participants to transcend traditional disciplinary boundaries and work together to solve food system related issues. The team will provide a brief overview of the evolution and activities of the RHG project including gardening, composting and food preparation activities, and the supports (including experiential learning opportunities) that have allowed the project to flourish. Students from Architectural Sciences, Early Childhood Studies, Image Arts, Nutrition, Sociology and Ted Rogers School of Management have engaged in experiential learning opportunities to date., Participants will leave with an understanding of the guiding goals and objectives and existing and planned activities of the RHG project, with an emphasis on experiential learning opportunities. Additionally, participants will have contributed to identifying opportunities for future experiential learning across all faculties at Ryerson University through the RHG project.

P25  Computational Thinking In Our World - Liberal Computer Studies
Dave Mason, Department of Computer Science.
Liberal Studies are Ryerson’s way of augmenting the professional and quasi-professional programs that most of our students follow with courses to provide them with a liberal education. Traditionally, these courses have come primarily from the social sciences and the humanities. However, as more students enroll in these areas, the goal of liberal education needs to similarly broaden to include science and creative courses. Paralleling this shift is the increasing ubiquity of computers, electronics, and software in the technology that surrounds us. Whether it be social networks, robots, GPS, e-commerce, identity-theft, military drones, medical devices, autonomous cars, online voting, or big-data analysis that we hope with help us deal with the coming climate change, computers and software seem to be everywhere. This poster describes the new Liberal Studies course CPS650 - Computational Thinking In Our World, and how we aim to bring any student - whether or not they've ever touched a “computer” or even taken high-school math - to understand, appreciate, and critique the computational basis of our modern technological world. Through a combination of lectures and “guided labs” even the most technophobic student will gain an understanding of how these systems work and are programmed.
P26  LGBTQ Studies: Theory, Research and Resources at Ryerson University
Joseph Medaglia, School of Fashion.
LGBTQ Studies: Theory, Research and Resources at Ryerson University is a website that aims to enable further study, community and awareness related to LGBTQ (Lesbian, Gay, Bisexual, Transgender and Queer) topics across the Ryerson community. The website is intended to infuse LGBTQ ideas into the curriculum; develop an awareness of the vocabulary and issues surrounding the LGBTQ community; establish networks of faculty and students; and facilitate greater in-depth LGBTQ studies scholarship. Annotated resources including foundational texts, theorists, researchers, books, journals, articles, and websites are available on the website, accessible to all Ryerson faculty and students. The website features an overview of LGBTQ Studies, Ryerson faculty conducting research in this area, and faculty/school specific resources (FCAD serves as an example for further development across the University). Visitors to the website are encouraged to participate and contribute by sharing comments and resources in an effort for the project to expand and evolve. This project is supported by the Teaching about Diversity Fund.

P27  Beyond Social: Using Content Aggregation and Content Curation Techniques in the Classroom
Jaigris Hodson, Office of Vice Provost Academic.
This poster will outline methods I have used in the classroom to teach students how to use social media to navigate the sea of information that is available in an online context. Drawing from my experience teaching EID100: Digital Skills and Innovation for the Global Economy, I will demonstrate the strengths and weaknesses of different tools used to aggregate and curate online content, and show how I have used them in the classroom to help students a) identify trends in a discourse, and b) create online content that allows them to expand on the concepts they are learning in the classroom lecture. Specifically, this poster will detail the use of 3 tools: Twitter, Storify, and Google Reader/Google Trends as specific social media tools that enable students to think deeply about a topic, identify quality sources, and engage with each other and their instructor both during and outside classroom time.

P28  Connect with the LTO to Connect with Your Students: Resources at the Learning & Teaching Office
Michelle Schwartz, Learning and Teaching Office.
Learn about the resources available at the Learning & Teaching Office. From our Teaching Tips documents to our Best Practices newsletter, the LTO strives to provide Ryerson instructors with the best teaching support. Stop by and let us know your ideas for new workshops or ways we can improve our website. We want to know from you how the LTO can best help you connect with your students!

P29  Ryerson Graduate Student Professional Development in Teaching Program
John Paul Foxe, Learning and Teaching Office.
This poster will present a discussion of the new and innovative Ryerson Graduate Student Professional Development in Teaching Program. This program is designed to provide professional development in teaching for Ryerson Graduate Students and GAs. This program also provides opportunities for Ryerson Graduate Students and GAs to become more effective in their work at Ryerson, while preparing them for future academic careers involving teaching. The program is comprised of three distinct, yet complementary levels and participants can earn up to three certificates of completion. This poster will describe in detail each of the three levels of this program and will discuss the learning outcomes associated with each level and the program as a whole.
P30 Olive Senior’s Gardening in the Tropics: Enabling the Teaching and Learning of Caribbean Poetry Online

Hyacinth M. Simpson, Department of English.

This poster presentation outlines the pedagogical imperatives behind, and the processes involved in, designing and launching a peer-reviewed website aimed at instructors and students of Caribbean poetry. Titled Caribbean poetry Online: Olive Senior’s Gardening in the Tropics, the website is the pilot project within a larger online platform comprising open-access resources on Caribbean literature. These resources are being created to not only meet the need for readily accessible and academically reliable critical and related material on Caribbean poetry online, but to also present the material in ways that transform (a) instructors’ and students’ perception of and interaction with poems; and (b) their understanding of, and participation in generating, critical responses to poetry. While the resources that are being created for the website can be used for traditional (face-to-face) instruction, the website and its materials are being designed specifically to facilitate critical pedagogies that push the limits of primarily/solely print-based, lecture/discussion approaches to teaching and learning about poetry. This includes employing models that allow for readings which foreground poems as literary and aesthetic creations and also make it possible to study poetry in interdisciplinary contexts.
The conference attendance list and the link to the online conference evaluation form will be posted on the LTO website.

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