A1
Entrepreneurial leadership in times of transformational change: Fostering sustainable innovation in North American university continuing education programs
Anne-Marie Brinsmead, G. Raymond Chang School of Continuing Education
Join us for this interactive session on entrepreneurial leadership and sustainable innovation in North American university Continuing Education (CE) programming. Topics include: the innovation gap; analytical intelligence in spearheading new CE programs, including a discussion of real-life CE successes from NYU, Harvard, UCLA, University of Chicago, and UBC; and a paradigm for professional continuing education innovation with a focus on labour-market responsive CE programming and delivery. In this participatory session, we will: (a) Scan the external landscape, including labour market trends, employers, and adults aspiring to fulfil knowledge, skills’, competencies and labour market needs; (b) Apply analytics to what exists in terms of other CE providers’ successful programs; (c) Draw on CE instructors’ and other North American CE stakeholders’ professional wisdom; (d) With a “whole brain” approach, cultivate and leverage professional strengths across the “Town/Gown” community in order to realize labour-market responsive CE programs and delivery; (e) Nurture successful incubation and execution of CE programs; (f) To make new CE programs sustainable, fine-tune programs or delivery mechanisms in response to the rapidly transformative times we live in, staying attuned to employers’ and adult learners’ desires. Being innovative in university CE programming invites us to be rigorous about closing our very own innovation gap.

A2
Flipped course delivery: A three legged stool
Mary Foster, Tina West, Jane Saber, and Jocelyn Edmison, Marketing
A flipped course delivery was piloted in TRSM with MKT100 in Fall 2013 (145 students) and with BSM200 in Winter 2014 (195 students). Pre- and post-survey data were collected in addition to performance outcomes. The objectives of this session are:
1. To discuss the development and efficacy of the flipped format in the context of research in cognitive psychology;
2. To discuss the practicalities of implementing a flipped format;
3. To present the research findings on the two pilot courses and to assess the impact of the flipped format on student learning;
4. To initiate dialogue among audience members about the challenges and benefits of the flipped format and its applicability for Ryerson through provocative questions.

A3
Inclusive teaching practices in large classes
Mitu Sengupta, Joerg Wittenbrinck and Juan Marsiaj, Politics and Public Administration
Promoting inclusive teaching practices in large classes in the social sciences, i.e., those with 100 or more students, is always a challenge. In our presentation, I will explore the nature of this challenge, and suggest several strategies through which it can be overcome, including the use of smaller breakout groups, interactive case studies that reflect diverse points of view, online discussion forums, and additional strategies to engage quieter students and student who do not have much grounding in the arts and social sciences.
A4  KHE 127  
Gamification: Simulation and advanced gaming environments for higher education - The conversion of course content into multiplayer classroom games at Ryerson University and beyond  
David Chandross, G. Raymond Chang School of Continuing Education
In 2000-2003 Ryerson University pioneered the use of multiplayer role playing games for the teaching of biology. The game "Healer's Quest" entirely replaced the formal curriculum delivered for students in the Nursing and Midwifery programs in David Chandross' classroom. Two years later, on the basis of his work at Ryerson, Dr. Chandross was recruited to become a part of the Simulation and Advanced Gaming Environment (SAGE) grant, a 3-million dollar research project under David Kauffman at Simon Fraser University. At that time, gamification, the conversion of course content to game environments was a new idea. Gamification is now at the cutting edge of higher education. Ryerson University was one of the first institutions to use gamification for teaching advanced health sciences. In this session we will provide an overview of the field and a review of Dr. Chandross' work in those courses and since that time on game design and seamless integration with course content.

A5  KHE 125
Fashioning new curriculum: Course and program innovation strategies  
Colleen Schindler-Lynch, Lu Ann Lafrenz, and Ben Barry, Fashion
In an industry of stereotypes, the School of Fashion is challenging convention - Colleen Schindler-Lynch, Dr. Lu Ann Lafrenz and Dr. Ben Barry have effected changes through the delivery and content of the courses they instruct. In this panel presentation, Colleen Schindler-Lynch, Dr. Lu Ann Lafrenz, and Dr. Ben Barry will discuss ways in which they have committed to broadening ideals of beauty, how they implement practical change in both large lecture and studio based courses, and how they continue to educate and inspire students as future leaders to affect lasting change in the fashion industry. Through the use of images, props, and dialogue, the panel will demonstrate how a more representative and diversified model, not only with regard to size, but age and ethnicity as well, has become an expanding, evolving discussion in the School of Fashion. The outcome is apparent in all years of study in the department as students are exposed to discussions, analysis, and translations of diversity. Through this panel presentation, participants will understand that the fashion industry is both part of the problem with regard to diversified representation but also offers part of the solution. The overall message conveyed is of a malleable, organic industry, one that supports change and acceptance, despite its perceived intolerances. As a result, faculty across the university would glean ways in which diversity, equity, and inclusion can be developed into curriculum/programs and discover ways to inspire students to champion change in their respective fields.
A6  **POD 367**

**Teaching engineering courses to students living the cyber era: Lessons learned and future directions**

*Medhat Shehata and Lamya Amleh, Civil Engineering, Don Oguamanam, Mechanical Engineering, Farhad Ein-Mozaffari, Chemical Engineering, Seyed Hashemi, Aerospace Engineering, Truman (Cungang) Yang, Electrical Engineering*

This panel discussion will focus on initiatives and challenges associated with enhancing the teaching and learning environment for current generations of engineering students. The speakers of this panel discussion are members of the Teaching Committee of the Faculty of Engineering and Architectural Science at Ryerson. Topics for discussion will include how the expertise of the Learning & Teaching Office (LTO), Library, and Media Services can be utilized to enhance the learning experience of students. The discussion will also include proposed ways to implement research to optimize teaching methodologies and inspire students. In terms of challenges, the speakers will present: (a) ways to enhance students’ attendance and use Blackboard to support curriculum; (b) opportunities and challenges associated with e-learning in engineering including maintaining the hands-on nature of the engineering courses, the evaluation of online courses by Canadian Engineering Accreditation Board (CEAB), copyright and ownership issues with regards to online materials and engaging students online; and (c) ways to enhance academic integrity.

A7  **POD 484**

**Writing exposed: A collaborative program of writing support for students developing their Capstone Thesis in the Child and Youth Care Program.**

*John Hannah, Andrea Moon, and Natalya Androsova, Student Learning Support, Tara Collins, Child and Youth Care, Kelly Kimberley, Library, and Kieren Conway, Leah Erlich, and Farah Mohammed, Child and Youth Care students*

There are “borders” that impede the developmental progress of student writers. One exists between writers and readers, hiding from the reader’s view the messy process behind any piece of finished writing. In their fixation on the perfection of the final piece, students forget to consider that writing is a process that begins untidy, and mistakenly interpret the inevitable untidiness as ineptitude. This leads to all manner of writing blocks. Another border hides the existing possibilities for collaboration towards the development of student writers. This panel discussion will highlight an instance where these “borders” were breached with positive results. In the Winter of 2014, a collaboration was struck between the student writers in a 4th year Child and Youth Care class, the faculty member teaching that class, and staff from the Writing Centre, Learning Success, and the Library. The purpose was to develop a program of support for students in the development and execution of their capstone writing project. Participants in this collaboration will discuss the parameters of the initiative, the learning outcomes we hoped to achieve, and offer recommendations to other faculty members hoping to deploy a similar program. A wider discussion can ensue about the value of this kind of collaborative effort, the importance of revealing the messiness of writing processes to student writers, and some of the ways a collaborative initiative like this can be facilitated inside your class.
A8

ENG LG 5

Increasing our students’ self-efficacy and self-confidence

Marilyn Hadad and Ashley Ward, Psychology

"Can you just look this over and see if I'm on the right track?" This sort of request is becoming more and more common, even among upper year students. With the vast majority, the students are on the right track: the problem is that they don't have the confidence in their ability to evaluate their own work or to make decisions about it. Instead, they look to us to validate their work before they submit it ("pre-mark" it). Of course it is our role to teach and guide them, but it is also our role to prepare them to become independent, life-long learners. This can't be achieved by continually acting as their security blankets or by giving them step-by-step instructions on how to write a report or essay and how to study for a test. We need to increase their self-efficacy; that is, their belief that they can complete a task and find resources on their own. Included in this is also gaining the discrimination to know when external help is needed. Self-efficacy is a major component of self-confidence. This presentation will suggest methods of increasing the self-efficacy of students as they progress from first year to graduation, and building their confidence in their own judgment. Attention will also be paid to increasing the self-efficacy of students enrolled in the Access Centre.

A9

POD 372

Critical thinking: From technical discipline to universal pedagogical goal

Chris MacDonald, Law & Business

Critical thinking is a central goal of higher education. All educators at the post-secondary level aim to instill in their students the skills and attitudes associated with critical thinking, including skills and attitudes that lend themselves to analysis, evaluation, and synthesis. Further, a commitment to teaching critical thinking is even a requirement under various professional and vocational accreditation programs. And yet critical thinking is also a specific discipline, typically but not exclusively taught in philosophy departments in courses of that name, using textbooks that typically have the words “Critical Thinking” in the title. In dedicated critical thinking classes, students are taught a range of specialized concepts (including, for example, the notion of an ‘argumentative fallacy’), practice a set of practical skills (including, for example, skills related to argument analysis and critique), and are exposed to a set of specialized methods (including, for example, the methods of deductive logic). This presentation attempts to draw linkages between what is taught in critical thinking classes (and expounded upon in critical thinking textbooks) and the critical thinking skills and attitudes that are fostered in every good university course. In doing so, the presentation focuses on two key questions: how can instructors across the university tap into the specialized tools of critical thinking in their own classrooms, and how can they leverage the concepts, skills, and methods that some of their students will already have learned in dedicated critical thinking courses?
A10

Download or slow down? Deciding how best to bring technology into the classroom
Nancy Walton, e-Learning, Dana Lee, School of Media, Wendy Freeman, Professional
Communication, Paul Chafe, English, Fangmin Wang, Library, Grahame Lynch, Fashion
Communication, Thomas Tenkate, Occupational and Public Health
In this moderated panel, five faculty members and one librarian will discuss their unique
experiences as early adopters and innovators in the use of technology in the classroom. Based
on extensive consultation across Ryerson, it is clear that discussions about the use of technology
in teaching is far from ‘finished’ and continues to be a compelling topic for faculty members,
who often want to find ways to be inspired by technology. The following five questions will
guide discussion among panelists and audience members:
1. How do you decide what technology you will use in your classroom and how it will be
used?
2. From your own experience, describe a situation in which you used technology in the
classroom and it did not work well.
3. What is your greatest concern and/or the most promising technology for teaching and
learning at Ryerson and why?
4. We know that not everyone benefits equally from technology in the classroom. Who do
you think may get left behind and what can we do to make a shift to the use of more
technology in the classroom as inclusive as possible?
5. What are two things you think we need at Ryerson to better facilitate the thoughtful
use of technology in the classroom?
Through this session, we can begin to look to the use of technology in the classroom as
something inspirational and inexorably linked to solid pedagogical outcomes. Participants will be
able to participate in an engaging discussion of technology and thoughtful pedagogy.

A11

An innovative faculty mentorship program: Interdisciplinary opportunities and
strategies
Janice Waddell, Jennifer Lapum, Jennifer Martin and Jasna Schwind, Faculty of
Community Services
This interactive session will present evaluative data related to the efficacy of a recently
implemented Faculty of Community Services Mentorship Circle in supporting new faculty
members across all realms of their academic role. The purpose of the FCS Mentorship Circle is to
support new faculty in their early years and to provide a network of collegial support and
resources as they navigate their academic career at Ryerson. The mentorship circle meetings are
facilitated by four faculty facilitators who are at various stages of their academic career at
Ryerson. The design of the FCS Mentorship Circle was drawn from the work of Darwin and
Palmer (2009) who posit that within the academic setting different forms of mentorship may be
more advantageous in terms of supporting academic faculty than the more traditional dyad
mentoring relationship. Mentoring circles are identified as an innovative example of alternate
approaches to mentorship. In this session we will present and discuss participant and facilitator
data from a systematic evaluation of the FCS mentorship circle experience. In addition, a panel
of mentorship circle participants will describe their experiences as participants in this initiative.
It is expected that session participants will gain an understanding of how an innovative
mentorship program can provide new faculty members with the opportunity to benefit from the
perspectives of their colleagues and circle facilitators as they strive to establish themselves as
effective teachers, researchers, and contributing members of the Ryerson community.
Outcomes will also include having the information and guidance to bring a similar initiative in
other Ryerson departments, schools, and faculties.