B1  
Applying the diversity and equity lens to experiential learning  
*Karline Wilson-Mitchell, Midwifery*

This session is a description of the principles and research findings surrounding the teaching of diversity, equity and inclusion principles in experiential learning settings. This workshop would be helpful to faculty who liaise with their community partners who provide clinical placements, field experience, apprenticeships, internships or other experiential work opportunities. Service professionals, consumer/business professionals, and applied science professionals/researchers have begun to seek effective ways of teaching diversity and equity in the working environment. Universities are charged with preparing students who are able to work effectively across difference in a global community. An innovative learning exercise which was used in the midwifery community will be described. However there are applications for other disciplines such as business, marketing, nursing, social work, psychology, disability studies, nutrition, medicine, and urban and regional planning. The development and delivery of this diversity training workshop was graciously funded by the LTO's Teaching about Diversity Fund (TDF).

B2  
Beyond the Tweet: Using social media to enhance learning, engagement, and success among first-year students - a fresh outlook and preliminary results  
*Hélène Moore, Marketing, Ben Barry, Fashion, Jasmitaa Chhabra, and Tina West, Marketing*

During this session, we will share the theoretical and empirical foundations of the Twitter Research project. This project incorporates the use of social media micro-blogging technology (Twitter) across disciplines (Marketing and Fashion) to provide first-year undergraduate students with opportunities to connect in real-time, both within and outside the classroom, with their professor, other students, and members of the professional community. Data were gathered from 450 Ryerson first-year students during the Winter 2014 semester. Unlike many instructors incorporating social media informally in their class, this project represented a 10% component of the mark for students taking the FSN223 and MKT100 Winter 2014 classes. This extension to the traditional teaching and learning environment offers the potential to provide students with unique opportunities to enhance their university experience, both from an academic success as well as a community-connectedness perspective. Based on lessons learned, it also attempts to provide educators with guidelines for effective use of social media micro-blogging technology in a large-classroom format. This interactive session will incorporate presentation mixed with Twitter as a communication medium, to demonstrate to attendees the capabilities of the micro-blogging platform in large group settings.
B3

Breaking the silent borders: Unconscious biases exposed
Caterina Valentino, Health Services Management

Clark’s (1954) classic doll study consisted of showing participants two dolls one white, one black. Participants were asked to respond to the question, “Can you show me the doll that looks bad?” In 2006 Clark’s study was replicated. The results didn’t change. The black child described the black doll as looking bad. The white doll looked nice. In the current era of employment equity and equal opportunity, employers are pressured to protect the underrepresented through human rights legislation, equity and inclusiveness initiatives. This begs the question of why so few borders have expanded to change the workplace composition and to right past wrongs. Hiring more of one group or imposing quotas in the absence of a genuine commitment to inclusiveness is insufficient. Instructors must fundamentally move beyond the “what” of diversity to the “how” of inclusiveness. This is accomplished by breaking down the borders that corral one’s unconscious beliefs and biases that have been socially engrained in us. This study assesses the degree that a group of adult learners exhibited unconscious biases and evaluates the use of an e-portfolio as a reflective tool in assisting participants in understanding their personal biases. Join me for a presentation of my results and a lively discussing of techniques instructors can employ to expose the elephant in the room of unconscious bias. This study received a 2013 Teaching about Diversity Fund (TDF) grant from Ryerson’s Teaching & Learning Office.

B4

Design and instructional strategies for large online classes
Clare Chua, Business Management, and Leonora Zefi and Ya-Yin Ko, Digital Education Strategies, G. Raymond Chang School of Continuing Education

Much of the literature on online learning state that online course enrollments should be limited to 12-25 students per course, but many institutions currently exceed those numbers, often by a big margin. Drivers of large class sizes include the need to ensure access for students and to uphold institutional fiscal models. This issue has drawn attention to the importance of developing methods for teaching large online classes. Instructors who teach high-enrollment online courses, especially in challenging subject areas, must have knowledge of strategies that can help curb student attrition or failure rates, and at the same time increase instructor and student satisfaction. A faculty member from the Ted Rogers School of Management and staff from the Digital Education Strategies unit at the G. Raymond Chang School of Continuing Education started a partnership to investigate how the design and instructional strategies of a high-enrollment online course might be revised to increase instructor and student satisfaction and improve learning outcomes. In this presentation we will provide an overview of what the scholarly literature to date says on the topic, show examples of effective strategies, and discuss the revision processes that help ensure course quality.
**B5**

**ENG LG 5**

**in[SID]out: Building on the ARCH-APP [The City as Classroom Builder]**

*Catherine Dowling and Mimi Whalen, Interior Design, Sonny Banerjee, Library*

The Arch-App was developed as a mobile learning tool in a partnership between Ryerson University’s Department of Architectural Science and the Ryerson University Library & Archives. It is a free interactive mobile app that uses geo-location data to help users identify and learn more about the architecture, design, and history of the city of Toronto. Our research expanded its usage into the School of Interior Design to engage a broader cross-section of undergraduate students. We focused on its’ usefulness as a pedagogical tool for design history, theory, and technology classes. We measured its effectiveness in spurring student choice, flexibility, and critical synthesis of existing architecture and design paradigms using real-world, real-time data dissemination. Data was collected measuring the student research process including both positive and negative aspects. Results revealed the Arch-App’s strengths and weaknesses and indicated trends in undergraduate learning behaviours. Efficiency, accuracy, and depth of content were most appealing and led to enhanced participation, retention, and development of research skills. The Arch-App has demonstrated its value as an innovative mobile learning tool, enhancing pedagogy both inside and outside the classroom in the 21st century. Participants of this session are encouraged to bring their personal mobile device (smart phone, Android, iPad, laptop) for first hand interaction with the app and the city as classroom.

**B6**

**POD 372**

“Ah hah, I get it now!” Crafting experiential learning assignments that illuminate both course content and the learning process

*Jenny Sampirisi and Curtis Maloley, Spanning the Gaps, G. Raymond Chang School of Continuing Education*

Spanning the Gaps at G. Raymond Chang School of Continuing Education aims to increase participation in post-secondary education for diverse communities who might not otherwise consider post-secondary studies. The prior educational experiences of many students entering this program have been negative, often resulting in performance anxiety, a fear of evaluation, and a distrust of the skills and abilities they already possess. Instructors Jenny Sampirisi and Curtis Maloley have developed teaching strategies and assignments that empower students to take an active role in their education and help to reframe negative associations with learning skills like reading, researching, and essay writing. Attendees will learn strategies for crafting assignments that not only draw upon the diverse personal experience of students, but also help to break down post-secondary learning processes so that they are clearer and more accessible to underprepared and mature students.

**B7**

**KHW 377**

Updates on Ryerson’s online learning and teaching systems

*Restiani Andriati, Stephanie Goetz, Mirela Barbulescu, and Dina Basseri, Digital Media Projects Office, Nancy Walton, e-Learning, Naza Djafarova, Digital Education Strategies G. Raymond Chang School of Continuing Education, Sally Wilson, Library, and Karen Kwan, Human Resources*

In this session, updates on the Learning and Teaching Systems and Services consultation will be presented. A brief summary of the survey results will be shared. Participants are invited to share and exchange success and challenges of using a Learning Management System (LMS).
Multimodal teaching and learning
Richard McMaster and John Shiga, Professional Communication

University-level teaching and learning increasingly revolve around “multimodal” texts, which generate meaning through the combination and interaction of textual, audio, and visual elements. New media and platforms offer the potential to enhance engagement, creativity, and critical thinking but also require new literacies and competencies on the part of both instructors and students. Through demonstration, discussion, and a brief activity, this session introduces some of the opportunities and challenges of incorporating multimodal teaching and learning into a new first-year School of Professional Communication Course, CMN210 Text, Image, and Sound: Persuasion in the City. The course introduces students to core concepts in communication, including rhetoric, semiotics, and multimodality, and examines the persuasive use of different modes in the city. Students engage with and demonstrate their knowledge of communication concepts through traditional means and by producing multimodal texts. How can we deliver multimodal courses to students with varying levels of familiarity with digital production tools? How can we introduce a range of modes but do so in detail? How can we develop students’ creative and technical skills in multimodal text production in a way that encourages critical thinking? If you are interested in incorporating new modes and media into student work and evaluations or your teaching, join our conversation. We will briefly discuss our experience and provide examples of technology requirements and challenges, engagement strategies, multimodal evaluation strategies, privacy concerns, and our attempts to have students carry classroom learning out into the city.

A call for more collaboration: Supporting students of concern across disciplines
Marc Emond and Natalie Roach, Access Centre, Jesmen Mendoza, Centre for Student Development and Counselling

Highly relevant in the current milieu of increasing numbers of students presenting with complex mental health disabilities, this session will focus on how the Access Centre works across departments to develop comprehensive, innovative support plans for high-risk students. Through presentation of a case study involving a complex student situation, as well as discussion, attendees will learn how collaborated support plans positively impact student performance and retention and minimize negative impact on the academic environment. Participants will also be invited to share their experiences supporting high-risk students.
**B10**  
OD 367  
**An integrative initiative of interprofessional education in undergraduate nursing and industrial engineering courses**  
*Charlotte Lee and Aaron Bechtold, Nursing, Michele Bristow, Mechanical and Industrial Engineering, Megan Omstead, Nutrition, and Shoshana Hahn-Goldberg and Howard Abrams, Centre for Innovation in Complex Care (CICC), University Health Network*

Effective healthcare requires the expertise of different professionals. Interprofessional approaches are potential tools to solve difficult problems pertaining to healthcare delivery. Recent initiatives in interprofessional teamwork have been introduced to healthcare disciplines. Undergraduate programs, however, offer few opportunities for students in healthcare programs to gain experience interacting with non-healthcare professionals (and vice versa) in the application of professional knowledge and skills. The objectives of this session are to introduce a novel initiative in interprofessional education and report preliminary findings of the effectiveness of an interprofessional learning activity. In this initiative, undergraduate nursing and industrial engineering students worked together in a course-based interprofessional activity which involved integrating a patient’s perspective with industrial engineering design concepts. The overarching goal of the activity was to provide students with the opportunity to gain insights from those of another discipline and to experience the intricacies of communicating with other professionals. Effectiveness of this activity was assessed by students’ perceived readiness for interprofessional education, teamwork skills, and emotional intelligence using previously validated questionnaires, which were administered before and after the activity. Quantitative analysis involving descriptive statistics and repeated measures analysis of variance are underway at the time of writing to evaluate the aforementioned study variables. Findings from preliminary qualitative analysis based on comments from participants reflected perceived benefits in understanding the expertise of another profession and team dynamics amidst differing roles and priorities. By the end of this session attendees will have an increased awareness of implementing interprofessional education beyond healthcare disciplines.

**B11**  
OD 370  
**Breaching borders: Process and content as pedagogical resistance for promoting student learning**  
*Kimberly Campbell, Nicholas Carveth, Jordanne Edwards, Anushka Fernandes, Freda Gluck, Andrew Lai, Alishia Liolli, Grant Mason, Michael Potvin, Phu Ta and Susan Preston, Social Work*

Drawing from our experiences in an undergraduate course, we (a group of students and a faculty member) propose a model of peer-focused learning as an alternative teaching strategy for the classroom. Informed by social group work, we share experiences that centre students while building mutual trust and a sense of community alongside a commitment to rigorous learning. We propose principles and tactics that challenge traditional student/faculty power dynamics, promote student self-determination, respect diverse learning styles, foster shifting subject positions and critical reflection, and encourage formal and informal knowledge sharing and integration inside and outside the classroom. After reviewing our model, we will facilitate an experiential learning exercise that reflects our classroom process. In doing so, participants will develop first-hand knowledge about the potentialities of an approach to learning that de-centres the role of faculty and advances inclusive teaching practices that co-create the classroom experience. We suggest that doing so resists modernist pedagogies that reinforce power differences, while also countering the cloud of neoliberalism that has permeated both the academy and community services. We also suggest that this approach fosters enhanced student engagement and academic success. Such experiences can deepen a commitment to community-based practices in any human services role, by promoting fluidity and inclusivity within an improvisational and democratic learning process based on community accountability instead of individualistic success. This was our experience and we propose participants may be similarly engaged. We will conclude the presentation by engaging participants in a discussion of transferability to their classrooms.