C1  Tracking Ryerson student adaptation of diversity theory: A multi-year perspective  
*Podium 367*
Mimi Whalen, Interior Design
This interactive presentation will reveal the results of a multi-year study of Ryerson undergraduate students following a Ryerson Teaching about Diversity Fund (TDF) grant to build on existing knowledge and scholarship in teaching inclusivity and diversity. The data from over 500 students enrolled in upper and lower level liberal studies electives choosing essay topics will be examined. These art and design history courses introduced, developed, and promoted diversity and inclusion, exposing students to a broad range of theories and examples from around the globe. Quantitative results uncover a measurable difference in attitudes to diversity before and after exposure over the standard four year undergraduate degree. Transformation of student attitudes and suggestions to enhance the promotion of diversity and inclusion within the Ryerson community will be presented offering new directions for collaboration and research.

C2  Digitizing the Fashion Research Collection  
*RRC 201*
Lu Ann Lafrenz and Ingrid Mida, Fashion
Engagement with objects is a long established pedagogy that can serve to mediate substantive meaning and context (Simpson and Hammond 2012). Artifacts can be effective teaching tools, providing a tangible connection to the past and allowing students to literally hold the past in their hands. Although the School of Fashion had collected artifacts for use in the classroom since the department was established in 1949, this collection of several thousand garments, accessories and ephemera had in recent years become inaccessible to faculty and was largely unknown within the student body. In February 2012, Ingrid Mida initiated and led a project to curate this collection and later that year, Associate Professor Lu Ann Lafrenz and Ingrid Mida applied for and obtained a LTEF grant to digitize selected artifacts from the collection. Key artifacts were selected for digitization and 158 were photographed. Initially, selected photographs were uploaded on social media as a means of engaging students and effectively opening the door to the collection to the world. This has resulted in requests for research appointments, tours and classroom visits across disciplines and from other universities. As well, a recent extension of the project with the assistance of the library will allow almost half the artifacts to be accessible in an online catalogue, and Ryerson University will be one of the first study collections of dress in the world to allow complete catalogue access. This presentation will discuss the project trajectory and consider strategies for student and community engagement.

C3  Formative assessments in large lecture based course: Considerations for successful learning outcomes  
*Eng LG 5*
Hitesh Doshi, Architectural Science
This session will present experiences from a large (100 plus students) lecture-based course relating to the role of formative assessments in student learning. A term project or assignment often forms part of large lecture-based courses. In a twelve week cycle of classes such term projects do not easily lend themselves to feedback that can assist students to learn from their mistakes. Some traditional strategies used to assist student learning in such term project exercises are to encourage students to ask questions as they work on the project and seek out help from tutors or faculty members during their office hours. Competing priorities from other courses and the tendency to work at the last minute often act as a barrier to students in seeking traditional means of assistance in enhancing their learning. After years of trying different approaches with limited success a method was implemented that showed measurable success. The approach involved phased submission of the term project with a significant feedback loop. There was a significant improvement in learning as demonstrated through the student performance on the term project. This talk will discuss the phased approach and provide details on the considerations to implement it successfully including the feedback loop.
C4  Impact of Facebook and social media on undergraduate teaching  
William Ju, Chemistry and Biology

This session is on the use of social media (Facebook) and how student use of the site has impacted lecture delivery, answering questions, and evaluations. The session will focus specifically on how instructors can use Facebook to their advantage by mirroring their classes on this platform, introducing new research articles to a wide group of students, and how social media can both harm and benefit learning. This session will be of interest to those interested in use of social media and mobile learning.

C5  Augmented reality as a design education tool  
Vincent Hui, Kevin Pu, and Ariel Cooke, Architectural Science

Innovations rarely emerge from a revolutionary new concept, but instead arise from reframing a condition from one field of study to another. Teaching is no different. This presentation will showcase the design, development, and implementation of the Augmented Reality in Design Development (ARIDD) project created with the support of the Learning & Teaching Office at Ryerson University. Drawing upon the augmented reality technologies found in toys, sports, and videogames, the ARIDD project allows emerging designers to quickly design, render, and interact with their design work in an iterative manner in real time and at any scale. Instructors interested in design pedagogy, visualization, and communication are encouraged to attend and find ways to integrate some elements of this model of thinking into their own courses.

C6  Transforming the Instructional Skills Workshop from face-to-face to blended format  
Dalia Hanna, Learning & Teaching Office

This workshop presents the process, benefits, and challenges of transforming the Instructional Skills Workshop (ISW) for instructors from a face-to-face three-day intensive format to a four-week blended format. The Instructional Skills Workshop is peer-based training in which participants interact and present lessons in small groups to develop effective instructional skills through the use of constructive feedback from peers. Strategies associated with the re-design process, which is based on instructional design theories and principles, will be presented. The session will involve activities to engage participants in course re-design and evaluation methods. The recommendations will address best practices that could be used to transform many courses from face-to-face to blended formats.

C7  Including community members on interprofessional teams: Do we practice what we preach?  
Corinne Hart, Nursing, Sanne Kaas-Mason, RU Interprofessional

In this RU Interprofessional-led workshop, participants will use the Wolcott Creek online simulation as a vehicle to analyze and reflect on a real life issue related to interprofessional collaboration; in this case integrating community members into an interprofessional group. One of the assumptions of interprofessional practice is that we can and do include clients as equal partners; the notion of client centeredness is one of the primary goals of interprofessional collaborative practice. In a community context, the notion of client extends to community members, and community centeredness underlies much of the community development discourse. The simulation used in this workshop reflects a stakeholder meeting for the community revitalization of Wolcott Creek, a hypothetical urban community. Participants include professionals working in the community and two community members, who have been asked to come together to identify what the community needs. The simulation highlights issues of facilitation, communication, conflict management, group process, implicit and explicit power dynamics, and community centeredness.
**DIY video captioning: Making your videos accessible to all your students**  
*Michelle Schwartz, Learning & Teaching Office, Restiani Andriati, Digital Media Projects Office, Kelly Dermody, Library, Ya-Yin Ko, E-Learning Initiatives, Margot Whitfield, Inclusive Media and Design Centre*

Making course materials accessible to all learners is not just a hallmark of universal design and a cornerstone of good pedagogy, it is also a legal requirement under the Accessibility for Ontarians with Disabilities Act (AODA). Videos, from movies shown in class to recordings of lectures made for online courses, need to be captioned in order to be accessible. These captions don’t only benefit students with disabilities, they help improve learning for all students. At the end of this workshop, you will understand the basic concepts of video captioning and the tools and resources available to you to caption your videos at Ryerson. This workshop will provide attendees with:

- An overview of captioning and transcription for video
- An outline of the process of captioning or transcribing recorded and live videos
- A comparison of various captioning tools and a review of resources available on campus
- An explanation of how to design a captioning needs assessment and captioning plan to best meet your needs
- A demonstration of how YouTube and Ryecast facilitate transcription and captioning
- Guided hands-on practice captioning a video on YouTube

Requirements: To participate in the hands-on section, you must have a YouTube account. Note that Ryerson Gmail accounts cannot be used as a YouTube account (please use another email account). To set up an account go to www.youtube.com and click on the “sign in” button on the top right hand corner. We will provide a test video to caption if you don’t have one.

**Going rogue: Reflections from a critical sub-committee on pedagogy and mental health**  
*Idil Abdillahi and Jennifer M. Poole, Social Work, Kathryn Church, Disability Studies, Ashley Ward, Psychology, Kristen Bellows, Early Childhood Studies, and Megan McIntyre, Ryerson alumna*

In 2012, Ryerson created its first mental health task force with diverse membership from across the university. As part of its mission to explore and improve ‘mental health’ on campus, a number of sub-committees were struck. Ours, which focuses on curriculum and pedagogy, was one of them, and we were subsequently tasked with an environmental ‘scratch’ (rather than a full environmental scan) of all things pedagogical and ‘mental health’ related on campus. Based on our work together since then, in this presentation we outline our process and its challenges—ideological, methodological and practical. We narrate how we came to the committee, why we have stayed, our participatory and open approach, our methods of exploration and our ongoing analyses of teaching methodologies, inclusion, accessibility and both formal and informal mental health curricula on campus. We share surprises and stories from the education trenches as well as recommendations for how we could better teach (about) mental distress and well-being both in and out of the classroom. Informed by mad studies, critical disability studies, anti-racism, anti-oppressive practice and other critical mental health stances, we also share our reflections on what is missing and must be added if we are to support more community engagement, more inclusive and accessible spaces for learning and better health for all at Ryerson and beyond.
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<td>C10</td>
<td><strong>Have you heard of Respondus?</strong></td>
<td>Mirela Barbulescu, Digital Media Projects Office</td>
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<td>KHE 127</td>
<td>Respondus is a tool for creating and managing tests and quizzes that can be printed to paper or published to Blackboard and other Learning Management Systems. Tests and quizzes can be created offline, in a Windows environment, can be imported from a Word document, and can be uploaded to one or more course shells. In this session, we will review this tool and how it is used by Faculty at Ryerson.</td>
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<td>C11</td>
<td><strong>Teaching for resistance: Moving outside the activist classroom</strong></td>
<td>Susan Silver, Susan Preston, and Purnima George, Social Work</td>
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<td>POD 484</td>
<td>The purpose of this presentation is to create a space in which to reflect on our pedagogical intentions that extend beyond the boundaries of the classroom, particularly in those academic programs that include an experiential learning component. We come from a program that embraces social transformation as its guiding philosophy. As such, we strive to create activist classrooms in which we explore critical and strategic content that prepares students to interrogate, challenge and resist oppressive and colonial practices. The field education practicum provides students with an initial opportunity to engage with this critical content outside the classroom and in social service agencies. However, in the current neoliberal stronghold, with its emphasis on managerialism and individualism, to what degree, if at all, can students attempt to perform activist practices in the practicum? What are the contributions and limitations of agency-based activism? How can we support students as they experience a profound sense of disconnect and powerlessness in the practicum? Consequently, what are the risks, challenges and imperatives of teaching for resistance, particularly within the mainstream constraints of neoliberalism? These are the reflective questions that we will explore in this presentation. The session will be highly interactive. We will develop and use a case scenario to support and guide this critical reflective process. Participants from various disciplines will come away from this session with pedagogical and engagement strategies to assist in managing the tensions of teaching about resistance and supporting students in their acts of resistance.</td>
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