P1  
**Journal impact in the arts and humanities**  
*Jay Wolofsky and Ann Ludbrook, Library*

Can arts and humanities journals be ranked, as an added dimension of measuring an article’s value in tenure, promotion and funding decisions? This poster presentation will focus on methods that can help faculty with arts and humanities journal ranking as well as to consider certain instances where ranking may not be possible. The objective of this poster presentation will be to explore the options for seeing where academic authors’ intellectual output has been cited and about the ideology behind quantitative measures of 'scholarly impact.' Selecting a journal in which to publish is complex. Journal ranking may provide a quantitative measure of the relative importance of a journal within a given discipline, amongst many other factors and considerations. The world of journal ranking, impact factor, and citation metrics is not well developed in the arts and humanities. This is due, in part, to differing trends and practices in research and scholarly communication in the arts and humanities compared with other subject areas (such as the much greater importance of monographs, for example). Subject areas will include classics, conservation, history, history and philosophy of science, language and linguistics, literature and literary theory, music, philosophy and visual and performing arts.

P2  
**Wandering the hallowed halls of Ryerson University: A student (CUPE) perspective on “The University Teaching and Development Program” (UTDP) and how it can improve your classroom instruction.**  
*Steve Tissenbaum, Retail Management*

This poster will review a selection of the teaching innovations taught through the “The University Teaching and Development Program” (UTDP) 10-week seminar offering from the Learning & Teaching Office (LTO). These innovations include the use of popular social media, comedy in the classroom, gaming, small group activities in large classes, measurement and evaluation and preparing your teaching dossier. This poster will be of interest to those instructors who would like a survey of recent innovative teaching techniques as well as UTDP graduates, who would like to share with you their personal experience in both the program and the application of the techniques learned. As a business instructor and UTDP graduate, this poster is being presented to you as a promotion for your enrolling in the UTDP and benefitting from it as many of our colleagues have. As described on the LTO website, “if you are a new or experienced teacher, or a graduate student teaching in the academic year 2013/2014, the UTDP will provide you with a solid foundation in university teaching and learning, and an opportunity to advance your scholarship in this area. In addition, you will be an active participant in the evolution of the Ryerson teaching community.”

P3  
**Teaching science to English as an Additional Language (EAL) students**  
*M. Ebrahim Poulad, Mechanical Engineering*

This poster will review a successful program in teaching science to Chinese students in China. It covers some techniques and styles to get students’ involvement/engagement. The challenge here is how to communicate with students effectively even if they are not fluent in English. This poster will provide participants with what they need to:
- effectively communicate with EAL students; and
- be familiar with the implementation of student involvement.
P4  Enhanced student learning using 3D visualization  
Maryam Abdinejad, Molecular Science

Rapid development of computing technology has revolutionized every area of our life, including education. As a result, many delivery opportunities now exist to enhance student learning and information transfer. In particular, animations have added a fresh perspective to the teaching repertoire. Computer animations represent an aesthetically pleasing approach to learning when compared to text and diagrams. Using animation can also increase student interest and motivation while illustrating complex scientific concepts that may be difficult to explain using traditional methods. Furthermore, digital animations provide another modality to actively engage the learner. When tied to lesson objectives, animations have the potential to create high-quality learning environments that actively engage the learner, thereby promoting deep learning. In addition, digital learning can be economical, as it does not require expensive instrumentation. This poster illustrates how animations can be used to demonstrate atom movement in an organic mechanism. The module is designed to enhance learning by improving 3D visualization and by creating a more memorable experience for the students.

P5  Closing the learning gap: Is it attainable?  
Odilia Osakwe, Chemistry and Biology

Every individual has been endowed with a learning ability that is quite distinct from any other. Various issues such as attitude, motivation, environment, socio-economic factors and diversity introduce additional levels of difficulty to effective learning. In this growing technological era, learning tools abound. What combination will help to create that high standard every teacher wants to achieve in every student? Our own classrooms are the ideal place to demonstrate the power of creativity and skills that could transcend the student’s worst feared learning limitations. Teaching is a noble goal and one worthy of our efforts. My poster will convey the approaches I have utilized, and which have defined the strength of student performance in my class.

P6  Design is invisible  
Ruth Spitzer, Interior Design

This poster will report on a design seminar that aims to foster innovation through lateral thinking. Besides reviewing state of the art design thinking tools such as mind mapping, diagramming, and storyboarding, students develop their projects from ideation to concept development. The outcome has been seen in a spectrum of articulations of the design process. This seminar teaches an open approach for conceptual directions toward man-made environments. For the poster session I will visualize the applied teaching method: The project starts off with an idea harvesting based on a teaching method by Dutch Designer Ed Annink. The ideation method is based on a system of three boxes with images. The images are of humans, product design, and architecture or art. Students pick pictures out of the collection and this constitutes the assignment. Through ideation harvesting and free association a concept is allowed to arise. In the conceptual phase, the design process is very individual. Students can come up with anything—even chairs. This method fosters creativity and unexpected, surprising results. The result is an evolution of fluctuating iteration and reflection using prototyping to provoke questions and stimulate discussion.
P7

Beyond the classroom borders: A social approach to design for the other 98%

Christine Leu, Interior Design

The conscious act of design can create spaces that engender dignity for individuals, foster resilient communities, and articulate society's aspirations. Through this seminar course, students developed a socially conscious perspective on objects and space, and an enlightened awareness of the power that design has upon society. The main project was a small group case study analysis of a significant existing building within the city that was for the so-called 98% - the significant portion of society who is typically under-represented in design media. Building subjects ranged from the alternate milieu building at the Centre for Addiction and Mental Health, to the temporary housing for families at Ronald McDonald House, the transitional housing at Evangel Hall, and the national headquarters for the Canadian National Institute for the Blind. The common ground of these projects is that they sensitively respond to the unique needs of their client groups. Students were asked to describe the historical, social, cultural, and/or economic context of the project; document and analyze the ways in which the project exemplifies a social approach to design; and provide examples in the design process through to the final built form reflect this approach. Most importantly, this project engaged students with architects, designers, clients, staff, and occupants regarding the design and how it exemplified a ‘social approach’ to design. Documentation is through the form of explanatory text, photographs, drawings (plans, sections, and elevations), diagrams, and three-dimensional physical model of a critical detail.

P8

English Language Support for Faculty

Tunu Sodhi, Learning & 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.

P9

Top Hat: Turning your students' mobile devices into powerful engagement tools

Naseem Saloojee, Business Development, Nick Kenny, Ara Libarian, and Kent Fenwick

Based on Toronto, Top Hat is a rapidly growing education technology company whose classroom engagement solution is being used by professors at over 400 universities. As a mobile platform enabling faculty to ask questions, poll students, offer quizzes, deliver presentations, share content, stimulate discussions and deliver homework assignments, Top Hat facilitates an interactive, learner-centered class experience. Leveraging a variety of electronically delivered question types (including multiple choice, click-on-target, word answer, matching and numeric response), Top Hat transforms students’ mobile devices into powerful engagement tools. Top Hat is easy to use and deliver, enabling automatic taking of attendance, grading and reporting of student responses, and synching with existing learning management systems. Representatives from Top Hat will be present to introduce the technology to Ryerson faculty, discuss its applications inside and outside the classroom and answer any questions faculty might have.
P10  Modernizing an Emergency Department Registered Nursing Certificate Program using a context-relevant curriculum process  
Barb McGovern, Nursing, and Yohetsor Hargoe, Community Services  
The purpose of ongoing curriculum revision and development in nursing education is important to ensure that educational objectives and content remain current, relevant and reflect up-to-date evidence-informed literature. Failure to conduct nursing curriculum revision can result in inappropriate teaching methods in delivering nursing education and growing gaps in specific nursing competencies. The Emergency Nursing Program at Humber Institute of Technology and Advanced Learning is a post-RN certificate offered to registered nurses working in the Emergency Department through the School of Health Sciences, Continuing Education. Through instructor review the following issues have been identified: both online and in-class programs have not been formally reviewed by a committee of professors for more than five years and the format and content of delivering nursing education is constantly changing (incorporation of adult learning principles). The model of Context-Relevant Curriculum Development, (Iwasiw, Goldenberg & Andrusyszyn, 2009) is contextualized to the learner and to continuous changes in nursing practice and standards. Our poster will outline the process of curriculum revision based on the information gathered in the internal and external scan based on the practice environment, the educational institution and the specialty associations of emergency nursing. In addition, or poster will outline how the internal and external scan evolve into the context relevant curriculum for ER nursing encompassing specific curriculum concepts and key professional abilities for the ER nurse and philosophical approaches to teaching and learning.

P11  The power of Mathematica Enterprise and machine learning algorithms  
Deidre Lam, Student Learning Support  
Do you know Ryerson owns a license of Mathematica Enterprise Edition that allows the university to develop interactive materials for students and faculty? With all the big talk about machine learning, do you know the Math Centre is applying the K-Cluster Test in analyzing students’ results in SOC 411? This poster showcases the different projects that the Math Centre is collaborating on with the Departments of Sociology and Mathematics. These projects include helping students with remedial math, reviewing concepts taught in Calculus and Linear Algebra. We will also describe future projects in the works, such as testing students on conceptual understanding and creating test banks for the Mathematics Department. Essentially, the possibilities are limitless. The poster will also focus on using machine learning algorithms in analyzing students’ data. In particular, we will be looking at how the K-Clustering test is being used to analyze students’ results in the math skills project in SOC 411. We will also look at the educational and economic benefits of using machine learning algorithms in big classes.

P12  Zone Learning: Student innovation through entrepreneurship  
Christopher Evans, Vice-Provost, Academic, Randy Boyagoda, Zone Learning  
This poster will provide colleagues with sense of Ryerson’s bold new experiential learning initiative, Zone Learning. Through this initiative, Ryerson aims to inspire creative and motivated students to engage in collaborative, experiential learning that promotes social progress and economic development. In encouraging students from across the university to come together and to think and act in entrepreneurial ways, Zone Learning offers the opportunity to develop a suite of skills that integrate collaboration, creativity, technology, business, and communication. These skills emerge from the productive interplay of research and innovation, development and entrepreneurship, and take shape through projects that respond to societal, industry, and community needs. This poster will explore the concept of Zone Learning, what it offers students, how it aligns with Ryerson’s academic mission and its new academic plan, and how faculty can become involved.
**P13**  
**Developing TA/GAs & Future Professors**  
*Yanina Chevtchouk, Marketing, Dianne Lam, Psychology and John Paul Foxe, Learning & Teaching Office.*  
This poster will present for discussion the new and innovative Ryerson Graduate Student Professional Development in Teaching Program. This program is designed to provide professional development in teaching opportunities for Ryerson graduate students and graduate assistants (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 program also includes an opportunity to complete a workshop certificate that is recognized and used in more than 100 higher education institutions in 25 countries. 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.

**P14**  
**Reflections on the Professional Development in Teaching Program**  
*Jenny Jing Wen Liu, Ling Li, and Linda Truong, Psychology*  
Ryerson University is among one of several universities that offer a certification program on professional teaching. Targeting graduate students, this program highlights the importance of teaching in postgraduate level education. In a world often criticized for its heavy emphasis on research, this innovative program teaches practical skills and provides experiences to help graduate students build their teaching portfolios early on in their careers. This poster will overview each component of the Professional Development in Teaching Program. It will also share the perspectives of fellow graduates who benefited from this program. The authors will reflect on their respective experiences, offer insights into the importance and utility of this program, and identify areas for potential improvement.

**P15**  
**Creating interactive presentations to promote diversity on learning in CFNY 409 Gender and Food Security**  
*Andrea Moraes, Nutrition, and Niklas Piepenbreier, G. Raymond Chang School of Continuing Education*  
This poster reports on the results from the project “Promoting Diversity on Learning Through the Use of Interactive Presentations Online”, a recipient of the Ryerson Teaching about Diversity Fund (TDF). This project was aimed at promoting diversity of learning by creating a series of eight interactive presentations for the online course CFNY 409 Gender and Food Security. These presentations were produced using an e-learning program (Adobe Captivate 6) that supports visual outlines, charts, and images, but also interactive elements such as quizzes, animations, and simulations. The purpose of this poster is to describe the creation process, showcase examples of interactions used, and present a brief evaluation of this project. The project was created in response to students’ demands for greater inclusion of visual interactions in this online course. The main outcome—the eight presentations—were co-authored by one of the class students in 2012, Niklas Piepenbreier, who will be co-presenting this session. The production process also benefited from the contributions of a number of members from the Chang School Digital Education Strategies Office. The poster session itself will be an Adobe presentation, with some of the interactions developed for the course. It will also present results from the evaluation done by students from the 2013 class, who used the presentations. Finally, we will conclude by reflecting on some of the benefits, unexpected results, challenges, and limitations of a pilot project like this, such as the implementation of universal design, the relationship with Blackboard, and the feedback from students.
P16

Whiteboard: The future of learning
Fangmin Wang, Akemi Liyanage and Abbie Siu, Library

In the 21st century classroom, students are looking beyond textbooks and Blackboard to help them learn. This is because there is a disconnect between the resources available to students and their ability to access them. Moreover, professors and staff want to find a better way to connect with students and learn from each other. Whiteboard is an initiative to create a learning interface for the university community, by the university community. A prototype of this project was developed by a group of students at the recent Future of the Book Hackathon hosted by the Transmedia Zone. The students, mentored by faculty members and librarians, started with a directive to “hack the textbook,” or take the existing concept of a textbook and turn it into something completely different. The result was the first version of Whiteboard. Since creating this prototype, two of the students involved in this project have further enhanced their original idea and have created a series of visuals of their product. They would like to develop the project further and are currently seeking suggestions and input from the Ryerson community.

P17

Experiential learning in a digital world: Exploring “real-life classrooms” using virtual tours
Julia Forgie, Early Childhood Studies

Educators draw heavily on practical knowledge when making instructional decisions (Beck et al. 2007). Practicum placements are a key source of practical knowledge, but they may not expose the students to a broad range of instructional practices and learning contexts or to effective teaching and program planning practices (Cochran-Smith & Zeichner, 2005). The Internet offers increasingly rich sources of information, and may provide opportunities for learners to expand their practical knowledge. Much of the information available online, however, involves passive modes of engagement—reading articles and lesson plans and viewing videos—to inform educational practice (Tower, 2007). Virtual classroom visits, based on virtual tour technology, represent a novel interactive online resource that allows users to move about freely, exploring classroom details, viewing video clips of expert teachers, explaining and demonstrating effective educational practices, and accessing selected student work samples and related materials. This poster examines the use of this interactive resource as an innovative teaching tool in the field of early childhood studies. The learning outcomes of the presentation include the following: (a) an understanding of the rationale behind the use of digital experiential learning; (b) an introduction to virtual tour technology; and (c) an experience navigating through a complex multimedia resource to explore a wealth of information on the education of young children.

P18

Streaming lectures on YouTube: More hits than misses
William Ju, Chemistry and Biology, Andrew Namasiyavam, Alex Jacob, Lily Huang, Parama Talakuder, and Nikolija Lukich, Human Biology

This session details creation of a new teaching space for undergraduate lectures by streaming content online. A key goal was to find a delivery platform that included post-production capabilities, capacity to capture streaming content, and links to social media. Surprisingly, YouTube met all requirements. Comparisons to other delivery methods, best practices, and challenges encountered will be presented. Student satisfaction rates and alternate uses of this technology will also be discussed.
P19  
**Deconstructing the classroom: Approaches to teaching outside the classroom using interactive workshops**
*William Ju, Chemistry and Biology, Deborah Knott and Sheryl Stevenson, University of Toronto, Alistair Dias, Maria Papaconstantinou, Franco Taverna, and Ron Wilson Jr., Biology*

Senior level students in their 3rd and 4th years of study in biology increasingly find themselves disconnected from the types of assignments and evaluations they have previously encountered in the first 2 years of their undergraduate studies. The majority of their courses have involved standardized testing in the form of short problem sets or multiple choice questions on tests. In senior level classes these evaluation modalities are less commonly employed and greater emphasis is placed on independent research, presentation, and synthesis of materials in the form of research proposals and reviews. Here we report the use of guided workshops to teach presentation and writing skills outside of regular class times. Engagement levels, satisfaction, typical workshop activities and student feedback will be reported.

P20  
**Mobile access to academic ebook content: A Ryerson investigation**
*Naomi Eichenlaub and Josephine Choi, Library*

Ryerson Library provides access to over 60 different ebook collections on approximately 30 different ebook platforms. This poster presents the findings of a project we did earlier this year to evaluate the mobile accessibility of our ebook collections. Ebooks were viewed on two mobile devices: an Apple iPad and a Samsung Galaxy Note. Mobile experience was ranked according to a set of criteria and an overall score was assigned to 25 ebook collections. This poster was also presented at the Ontario Library Association Super Conference in January 2014.

P21  
**E-Learning: Training for faculty**
*Dalia Hanna, Learning & Teaching Office*

An overview of training sessions from the BOL101: Basics of Online Teaching and Learning and In2theCloud: Technology Tools for Online Teaching workshop series. Through these workshops we explored ideas, tips, and tools related to online and blended teaching and learning. The poster will present data and recommendations from the two workshop series with best practices on e-teaching and learning.

P22  
**Meeting academic challenges with Universal Design**
*Maureen Reed and Dalia Hanna, Learning & Teaching Office, Kelly Dermody, Library, Catherine Dowling, Interior Design, Deena Shaffer, Access Centre, Bo Tan, Aerospace Engineering, Meredith Schwartz Philosophy, Maureen Glynn, Digital Education Strategies and Susan Cody, Professional Communication*

Many of our students have difficulty fulfilling academic demands while coping with life choices. Meeting deadlines, acting on academic obligations, knowing how to succeed in their program present recurrent obstacles. Universal Design for Learning (UDL) is concerned not only with accommodations and supports for students having disabilities. Rather, UDL techniques are “best practices,” concerned with helping all of our students prepare for and succeed in their course requirements. Further, the UDL framework supports university teachers in their roles and interactions with students struggling with stress and confusion. In this poster, we will discuss how to use these principals to assist your students in coping with the challenges of academia. This will include tips for course design, course instruction, and student assessment.
P23  
**The future of academic help for Ryerson University students**  
*Christina Halliday and Estefania Toledo, Student Learning Support*  
This poster will illustrate the planning and research behind Student Learning Support’s move to the new Student Learning Centre for late Fall 2014. At the time of moving, Student Learning Support will transition from our current existence as six functionally separate academic support units, in different locations, to being a singular stop for questions, triage, information, and academic help for students. Through information on the poster, a short and engaging exercise for poster visitors, as well as dialogue and discussion, the following questions will be addressed:  
- How will Student Learning Support, in the new Student Learning Centre, present a more seamless and holistic response to students seeking academic help?  
- How will this new Student Learning Support model and location support instructors in their role of encouraging the academic success of their students?  
“The future of academic help for Ryerson University students” is in keeping with two themes of the conference: (a) future opportunities in teaching, and (b) teaching methodologies. With respect to these themes, our poster will identify the renewed Student Learning Support as a new ‘teaching’ response and methodology that will engage students seeking help in a different kind of learning process. For instance, in addition to our holistic and seamless approach, Student Learning Support will fully integrate practices of accessibility and EDI (equity, diversity, and inclusion) into customer service, programming, and staff training. We also plan to enhance the experiential learning component of all of our programs, including online.

P24  
**The Web in your pocket: Distributing digital resources using LibraryBox**  
*Sally Wilson, Library*  
Occasionally you may find yourself in a situation where there is no Internet connectivity and/or no electricity but you need to distribute digital files for use by students or colleagues. Using a LibraryBox, a small wifi-enabled mini-server powered by a battery, provides you with the capacity to do just that. The LibraryBox can be populated with data files, images, texts, your research papers and, presentations, Creative Commons-licensed and Public Domain resources and much more. Students and colleagues can connect to your LibraryBox wifi network and download resources to their mobile devices for use in remote or satellite classrooms, in the field while conducting research, or on-location for class projects. LibraryBoxes are particularly useful in situations where there is Internet censorship, limited or non-existent Internet connectivity and in places where there is no electricity. Beyond the educational setting a LibraryBox can be used to cheaply, quickly, and effectively get information to the people who need it. It can be used to distribute health care information, provide emergency response information in natural disasters, and provide a local digital access point to help bridge the digital divide. This poster will illustrate potential uses of a LibraryBox, and will outline the steps for creating or acquiring your own. A LibraryBox will also be available for demonstration purposes.

P25  
**Teaching Awards at Ryerson University**  
*Amira Rezkalla, Learning & Teaching Office*  
The Learning & Teaching Office (LTO) coordinates higher-level teaching awards at Ryerson. Six awards are available to faculty. These awards include the Chancellor’s Award, recognizing a faculty member for a life-long commitment to teaching, and the President’s Award, given to a faculty member who demonstrates continuing teaching excellence and makes contributions to advancing teaching and learning at Ryerson. Three Provost’s Awards are available in experiential learning, innovative teaching, and interdisciplinary teaching. In this poster we will highlight the process to apply for these awards and highlight three recent award winners: Marion Coomey, Vincent Hui, and Mustafa Koc.
**P26**

**Increasing meaning in teaching: Strategies that inspire purposeful learning**  
*Jenny Jing Wen Liu and Marilyn Hadad, Psychology*

Throughout one’s undergraduate career, students often find themselves in a position where they are taking classes, not because they want to, but because they have to. Without a clear sense of purpose, and failing to see how a single class may or may not fit into the ‘big picture’ of things, this lack of meaning may have an impact on the quality of learning. Research has linked meaning-making with intrinsic motivation (Hadad, 2013). As students find their studies to be more meaningful, learning and satisfaction will also increase. Thus, an important question arises, how do we inspire meaning in the learners of today and tomorrow? When taking on an educator role, how do we balance the dissemination of knowledge with making the course appear meaningful and relevant for the learner? This poster will review several successful strategies that promotes meaning-making while learning.

**P27**

**Like ClockWork: Access Centre goes (even more) online**  
*Marc Emond, Amanda Masterton, and Deena Shaffer, Access Centre*

In May 2014 the Access Centre moves to a new online platform—ClockWork—for issuing student accommodation forms and booking accommodated tests/exams. Drop by and learn how the new system will impact and streamline your work with students registered with the Access Centre.

**P28**

**Using Building Information Modelling as teaching strategy**  
*Ahmed Alyousif, Haefa Khalid Hamed, Mohamed Lachemi, and K.M. Anwar Hossain, Civil Engineering*

Collaboration and collaborative working are the key aspects for delivering projects in construction industry. There are some key virtual collaborative tools which have been started to be utilized in major civil engineering projects. These are mainly called Building Information modeling (BIM) where architects, structural engineers, suppliers, contractors, and subcontractors can work within a three-dimensional platform to achieve certain tasks such as design, planning, resource allocation, logistics planning, clash detection, coordination, and production of design drawings. The benefits of utilizing BIM tools in a construction project lifecycle have been proven at most of the prestigious construction projects in North America and Europe. The key challenge for implementing these technologies into the rest of the projects is the education of civil engineering students during their undergraduate and graduate degrees. This poster first explains the details about Building Information Modeling as tools and technologies. Then, it discusses the literature review on the implementation of BIM tools into construction industry and civil engineering education. Furthermore, the poster presents the key benefits of utilizing these tools in civil engineering, architecture, and construction management programs for continuous improvement of the construction industry and its effects on the future of construction projects.

**P29**

**‘The agony and the ecstasy’ of 3D printing**  
*Adam Kolodziej, Interior Design*

This poster will illustrate the allure and dangers of the 3D print-oriented design process. It will discuss possible methods of maintaining the essence of the concept despite stylistic features, dictated by 3D print technology. Additionally, it will discuss simple ways of preserving the original humanistic and emotive aspects of a design.
P30  

Tiles that talk: From tangible tiles to software templates for smart networked objects.  
David Bouchard and Steve Daniels, RTA School of Media  

Over the past decade artists and designers have increasingly integrated code-based (programming) approaches to their practices. As these practices become standardized and fully integrated into university curricula new pedagogical challenges emerge. In our experience, New Media art students face a novel set of challenges when asked to realize their creative vision with code-based projects. While fine art and design students are very adept at manipulating forms and structures they often find the transition to code-based, syntax driven modes of production challenging. The abstract effects of code are unlike the material and formal explorations that comprised much of their artistic study prior to university. Mixing colors, lighting scenes, or explorations with pencil, for example, all have immediate embodied consequences that can be linked to the construction of meaning. The effects of code however are linked to meaning abstractly through logic, not through embodiment. With the support of LTEF funding we have developed a system of tangible tiles and integrated software ‘code factory’ that helps fine art students build bridges of understanding between proposed interactive and networked experiences and the required computer syntax, software libraries and hardware that animate those proposals. We will present our tangible tiles and code factory and discuss how these tools can help students see relationships between artistic concept and programmatic code.

P31  

Sapling: An interactive online homework learning tool  
Rajeshwari (Raji) Iyer, Chemistry & Biology  

Sapling, an online learning system developed by educators provides an excellent opportunity for student learning with prompt feedback. Use of this approach in a second year Organic Chemistry course will be presented. This method is user friendly, enabling students to draw molecules, solve classic problems in synthesis, spectroscopy, and mechanisms in reactions and makes for interactive, rewarding learning. Students are gently guided with clues in the problem solving exercises, and given an opportunity to answer the same question multiple times without penalty, allowing for time flexibility as well as systematic peer or individual asynchronous learning. Adaptation of Sapling in a in a typical university level summer course of over 200 students has shown significant improvement in grades, which were increased by one letter grade compared to class that did not use Sapling. For the instructor as well, this is a positive outcome as there are weekly automatic graded assignments, a provision for a Tech TA and overall student engagement.
**P32**  
The architecture of re-integration: ARC/PMT820 – a fourth year Bachelor of Architecture Science Option Studio  
*Vis Sankrithi, Architectural Science and Amber Kellen, John Howard Society of Toronto*  
This fourth-year design studio, taught for the first time, combines topics of release and reintegration from incarceration, non-profit collaboration, community agency engagement, and architectural design and project management. Working with the real client group the John Howard Society Toronto (JHST), the seven students are developing a Reintegration Centre project. Students are challenged to not simply ‘design from a distance,’ but rather to develop their design through direct engagement with the JHST and its partner agencies, understanding the socio-economic issues such organizations face, and providing critical reflection on their role as designers and engaged participants. At the core of the studio is the exploration of architecture in relation to the concepts and real processes of discharge, rehabilitation and reintegration. The studio has been tailored to ‘shadow’ the JHST’s real-life development of a reintegration centre. A first of its kind in Toronto, this centre is modeled after the UWT’s Community Hubs and will provide service programming to men upon their release from imprisonment in the Toronto South Detention Centre. Until recently, the studio work has been a purely academic exercise. However, due to opportune timing, and an extremely positive response to the students’ initial studio work, the students are now strategically positioned to provide real world design and project management services to the JHST. The proposed services will include providing volunteer design and project management services for the renovation of a small building that will serve as the reintegration centre pilot site. The pilot centre is scheduled to open in summer 2014.

**P33**  
From distance to digital  
*Igor Karasyov, Ilya Emilianov, Brian Nammari, Daniil Novikov, and Chauncey Cheung, Digital Education Strategies*  
This year, the Digital Education Strategies at the Chang School is celebrating its 15th anniversary. Through digital select artifacts, we will share the experience we have gained and lessons we have learned during our growth journey from days of Open College when alternative ways such as open radio broadcast were used to teach correspondence courses and reach as many students as possible. This poster will illustrate how collaboration with Ryerson colleagues shaped our journey and contributed to advancing best practices and innovative approaches for online education.
P34  How you instantly survive edutainment expectations applying the New IDEA™ method in your class
Alexander Belyakov, G. Raymond Chang School of Continuing Education
The portmanteau “edutainment” (education + entertainment) presents a rising trend in higher education. Traditional educational materials help less in reaching teaching goals. Faculty have to compete for the vanishing attention of disengaged students with a variety of mobile devices. Furthermore, as workload and students’ expectations are growing, preparation hours for lectures remain limited. How do you satisfy your need to excel in this challenging environment? Learn about the new IDEA™ Method, where “I” means Innovator, “D” stands for Deliverer or, even better, Over-Deliverer, “E” means Edutainer and “A” is for Achiever. You may review all opportunities offered and critically assess applicability for your needs in the classroom and in distance education. Sometimes a method that is perfect for one group of students may not be right for another, but you may increase its efficiency using the different tools. Create unique content that is designed to educate as well as entertain your students. And how about offering more in the same time frame? As an example, see how to engage your students with great videos that you can do in a reasonable time. You do not have to be a media star to impress your students! Just learn some tricks and apply them easily. Get tips about how to leverage your most valuable resources. The offered teaching tools and simple technology will encourage innovations in teaching without borders—mental or technical, and you will be glad to finally reach success.

P35  Accessibility in the classroom: Connecting Access Ryerson principles to practice
Heather Willis, Darrell Bowden, and Marwa Ahmed, Equity Diversity & Inclusion, Liviya Mendelsohn, Access Centre, and Emily MacIntosh, Human Resources
This poster will engage faculty in a dialogue that brings Access Ryerson principles to the classroom. It will raise awareness about Access Ryerson and the importance of shared community responsibility for accessibility at Ryerson. We aim to capture faculty concerns and questions, allowing for targeted outreach and communication efforts. The poster will feature Access Ryerson Principles: Accessibility at the Start; Accessibility, not Disability; Disability as Diversity, not Deficit; Intentionality; Accessibility and Accommodation as Distinct Approaches; Fairness and Equitable Treatment; Leadership Commitment; Shared Responsibility; Collaboration; Social Innovation.

P36  Border-less classroom: Learning and teaching tools and technologies at Ryerson
Restiani Andriati, Stephanie Goetz, Arianne Velasquez, Mirela Barbulescu, and Dina Basseri, Digital Media Projects Office, Jennifer Parkin, Computing and Communications Services, and Sean Kearns, Media Services
Whether it’s a face-to-face, hybrid, or online, the classroom is no longer bound by four walls nor limited by time. Students can learn during and outside of class time. Learning and teaching can happen regardless of space (physical or virtual) and time (synchronous or asynchronous). In this poster, various tools and technologies supported in Ryerson will be presented. From classroom technologies, such as the instructor podium and students response system, to online tools, such as Google Apps and blogs. Learn what tools are available, how to use them, and where to get help.
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<th>Poster Session</th>
<th>Thursday May 22, 2014</th>
<th>4:45 – 6:30 p.m.</th>
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**P37**  
**Hot topics in scholarly publishing**  
*Brian Cameron and Ann Ludbrook, Library, Greg Singer, Office of the Vice President, Research and Innovation*

Scholarly publishing of the research and data we create is a vital part of university research and teaching and learning culture. Would you like to know what the top issues are right now in scholarly publishing? Are you aware of trends in Open Access publishing and the need to evaluate some newer Open Access publishers? Did you know that there is a Tri-Agency proposal to require Open Access deposit of data and research papers for publicly funded research? How can you ensure you can retain rights over your publishing? The Library and the Office of the Vice President, Research and Innovation are teaming up to provide expertise on this emerging and evolving topic. Come and find out what current and upcoming issues you should be aware of when deciding where and how to publish your research.

**P38**  
**Improving higher learning skills of students by group work**  
*Prasanna Kodituwakku, Yeates School of Graduate Studies*

The study explored whether group work engages students to develop higher learning skills. Students were divided into two sets, each consisting of 18 members. The first set of students did the assignment individually and the second set was divided into six small groups each comprising of 3 students. As part of a formal assessment, students completed a 30-minute written assignment. The tasks require the use of all cognitive skill levels (sensu Bloom), and involve the processing of knowledge obtained in theoretical and practical sessions in the course of Fundamentals of Microbiology. Marks were analysed to test two hypotheses. The first was that scores obtained by students are inversely proportional to the cognitive skill-level requirement for fulfilling an assessment task. The second hypothesis was that group work leads to improvement of higher-level cognitive learning skills through active group-learning, with skills being transferred among group members. Most individually working students found higher-level cognitive tasks to be difficult (78%), and time-consuming (82%). Group-working students obtained higher marks for questions testing higher skill levels (87%), whereas only 26% of individually working students reached the same. Marks for questions requiring lower cognitive-skill levels were not significantly different between the two sets, showing that passive learning skills are independent of group work. These results show that mechanisms underpinning higher learning skills are better transferred/shared among group members.

**P39**  
**DMP, Media Services, CCS - We are Here to Help You!**  
*Restiani Andriati, Digital Media Projects Office, Sean Kearns, Media Services, and Branka Halilovic, Computing and Communications Services*

In this poster session, we will provide the services available to faculty members through the DMP, Media Services, and Computing and Communications Services.

**P40**  
**Why computer-based assessment?**  
*Amir Kiumarsi, G. Raymond Chang School of Continuing Education*

This poster presents the key factors in computer-based assessment versus paper-based assessment. It reviews the earlier research articles, and compares the results and conclusions. It also discusses the trend of testing and assessment in post-secondary education compares the past, present and future need, and provides valuable suggestions for future relevant research topics as well as practical suggestions at university management level.
P41 Setting up for success: Transitioning to post-secondary through an online workshop
O’neil Edwards and Michelle Green, Spanning the Gaps, Paula Mastrilli, G. Raymond Chang School of Continuing Education Nursing, Jenny Sampirisi, English
For new students, or students who have been away from school for some time, entering post-secondary education can be daunting. To meet the needs of learners who consider themselves underprepared, the Post-Diploma BScN Degree Program partnered with Spanning the Gaps – Access to Post-Secondary, to create a non-credit workshop titled CYSG 110 Academic Preparation. In this workshop, students gain practice writing university-level essays, generate ideas using critical-thinking skills, utilize time management techniques to meet deadlines, and learn to properly tailor learning based on their individual learning styles. This interactive workshop provides students with a comprehensive set of skills for success in a post-secondary environment. In this poster, you will learn the context of why this workshop was developed, its transformation from an in-person to online workshop, the value of a foundational course, its intended learning outcomes, and the ongoing evaluation and monitoring that will take place. Participants will come away with lessons about engaging underprepared students online, especially those with low technological skills.

P42 Exploring an advanced practice nurse educator role through development of a teaching philosophy
Barb McGovern and Corinne Wood, Nursing
This poster will discuss how I developed my teaching philosophy in such a way that it reflects my commitment to teaching/learning. My passion for the teaching/learning process is a direct result of living with my aunt. Kindness, and respect was clearly evident in her interactions with others. Allowing me to explore the world through her guidance led me to believe in trusting relationships, and to a path of nursing and caring for others. Consequently, I became a preceptor to student nurses, and new hires on my nursing unit, which awakened my inner passion for teaching. My aunt's influence during my formative years has guided my core values and beliefs and ultimately my teaching philosophy. As a novice APN educator instructing adult learners I have researched adult learning theories which posit that adult learners prefer interactive learning instead of a didactic approach. I discovered using nursing and adult learning theories is an effective way for me to deliver student centred pedagogy while following my personal philosophy. Nursing theorist Jean Watson's caring paradigm, adult learning theories, and observation of my preceptor's teaching strategies were foundational to my philosophy development. My teaching philosophy, guided by nursing and adult learning theories led me to adapt a lesson plan to meet the needs of adult learners in my classroom. In this poster I will show how developing a personal teaching philosophy engenders an intimate reflection of the influence I received, and how I can replicate that same sense of passion in others.

P43 Ryerson’s Senate Office: A plethora of policies and procedures to prevent problems
John Turtle, Secretary of Senate
There are just over 50 Senate policies at Ryerson that many faculty members are interested in, touching on everything from admissions criteria and program curriculum structure at the general end of the spectrum, to student appeals, examinations and course outlines at the more day-to-day end. In this poster, highlights from some relevant polices are described, some commonly confused/confusing issues are explained, and the common grounds and routes for appeal are mapped out. A particular focus is on information that instructors are expected to have in their course outlines, including a template that is available and recommended for their use. Finally, please bring your questions and we can discuss them.
Academic Integrity at Ryerson
Giselle Basanta, Academic Integrity Office

Academic Integrity at Ryerson is central to the academic endeavour and critical to the integrity of the degree, diploma, or certificate and the reputation of the University. Ryerson is a member of the Academic Integrity Consortium of Ontario (AICO) and the International Centre for Academic Integrity (ICAI) and subscribes to the ICAI values of honesty, trust, fairness, respect, responsibility, and courage in creation of academic product. Student Codes of Academic Conduct, such as Ryerson's Policy 60 and its Procedures, are a prominent feature at institutions of higher education with the faculty playing crucial proactive (prevention, education) and reactive (detection, reporting, decision making) roles. The poster will: (i) review the services that the AIO provides; (ii) reviews the role of faculty in creating a culture of academic integrity; and (iii) reviews the process for dealing with suspicions of academic misconduct. AIO staff will be pleased to answer any questions.