Teaching without Borders

Follow the conference on twitter #ryecon2014
Welcome to the Ryerson Faculty Conference. This conference has been a long-standing tradition at Ryerson and I hope that you will enjoy the many talks and opportunities to network with your colleagues. The conference is a wonderful collaboration of many individuals at Ryerson who assisted with the outcomes of this conference. Each is listed below with my gratitude.

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**Conference Advisors**
Amy Casey.

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

**Maureen Reed**

Maureen Reed, Director, LTO
Program at a Glance

8:15 am  Registration and light refreshments  
(ENG-103)

8:45 – 9:00 am  Opening Greeting  
(ENG-103)

9:00 – 10:15 am  Keynote Address: “Make big plans: Aim high in hope and work”*  
(ENG-103)  
Sheldon Levy, President and Vice-Chancellor, Ryerson University  
See page 3

10:30 – 11:20 am  Concurrent Session A, See pages 4-8

11:30 – 12:20 pm  Concurrent Session B, See pages 9-13

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

1:50 – 2:40 pm  Concurrent Session C, See pages 14-17

2:55 – 3:45 pm  Concurrent Session D, See pages 18-21

4:00 – 4:45 pm  Special Session: The Future of Teaching at Ryerson  
(POD 250)  
Presenters:  
Chris Evans, Vice Provost Academic,  
Paul Stenton, Vice Provost University Planning,  
John Turtle, Secretary of Senate, and  
Mohamed Lachemi, Provost and Vice President Academic  
See page 22

4:45 – 6:30 pm  Poster Session and Cocktail Reception  
(Snack Stop)  
See pages 23-36

Note: Ryerson Campus Map on back cover
“Make big plans; aim high in hope and work”*  
Sheldon Levy  
Keynote Address  
ENG-103  

The keynote speaker for the 2014 Faculty Conference is Sheldon Levy, President and Vice-Chancellor of Ryerson University. His talk will be on past and future innovations in teaching at Ryerson.

Sheldon Levy is President and Vice Chancellor of Ryerson University, and has been a respected postsecondary leader and analytical visionary for the past forty years. He previously served as Vice President Finance and Strategy, University of Ontario Institute of Technology; Vice President Government and Institutional Relations, University of Toronto; President, Sheridan College; and Vice President Institutional Affairs, York University. Current appointments include: Council of Ontario Universities Executive Committee and Government & Community Relations Committee; Board of Directors, Toronto Waterfront Revitalization Corporation; Advisory Council, Toronto Region Board of Trade; Board of Governors, Trails Youth Initiatives; and Honorary Board of Directors, Greater Toronto Marketing Alliance.

Sheldon is recognized for championing an entrepreneurial academic model with the international impact of both the Ryerson Digital Media Zone and the Centre for Urban Energy, and is dedicated to student success, distinctive programs and research, and the university’s role as city-builder. He was awarded a BSc, MA, and Doctor of Laws honoris causa by York University, and lectured in computer science and mathematics. He is on the list of “The Power 50 Most Influential in Canadian Business Today” (Canadian Business) and “The 50 Most Influential” (Toronto Life), and was chosen recipient of the 2013 Toronto Region Board of Trade Builder Award.

* The title of Sheldon’s talk, "Make big plans; aim high in hope and work," is from a quote by Daniel Burnham (1846-1912).
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 my 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

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

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.
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.

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  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  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

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.
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 liaison 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**

**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**

“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**

Ryerson’s online learning and teaching systems: Updates and test drive.

*Restiani Andriati, Stephanie Goetz, Mirela Barbulescu, and Dina Basseri, Digital Media Projects Office, Nancy Walton, e-Learning, Naza Djasfarova, 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 try out the short-listed Learning Management Systems through a guided hands-on walk-through. Participants’ input and feedback on each of the systems will be gathered.
**B8**

**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.

**B9**

**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

**POD 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

**POD 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.
<table>
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<tr>
<th>Concurrent Session C</th>
<th>Thursday May 22, 2014 1:50 – 2:40 p.m.</th>
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**C1**  
**POD 367**  
**Tracking Ryerson student adaptation of diversity theory: A multi-year perspective**  
*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**  
**RCC 201**  
**Digitizing the Fashion Research Collection**  
*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**  
**ENG LG 5**  
**Formative assessments in large lecture based course: Considerations for successful learning outcomes**  
*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.
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<td><strong>C4</strong></td>
<td><strong>Impact of Facebook and social media on undergraduate teaching</strong></td>
<td>William Ju, Chemistry and Biology</td>
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<td><strong>ENG LG 6</strong></td>
<td>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.</td>
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<td><strong>C5</strong></td>
<td><strong>Augmented reality as a design education tool</strong></td>
<td>Vincent Hui, Kevin Pu, and Ariel Cooke, Architectural Science</td>
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<td><strong>RCC 204</strong></td>
<td>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 &amp; 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.</td>
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<tr>
<td><strong>C6</strong></td>
<td><strong>Transforming the Instructional Skills Workshop from face-to-face to blended format</strong></td>
<td>Dalia Hanna, Learning &amp; Teaching Office</td>
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<td><strong>POD 372</strong></td>
<td>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.</td>
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<td><strong>C7</strong></td>
<td><strong>Including community members on interprofessional teams: Do we practice what we preach?</strong></td>
<td>Corinne Hart, Nursing, Sanne Kaas-Mason, RU Interprofessional</td>
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<td><strong>POD 370</strong></td>
<td>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.</td>
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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.
Concurrent Session C

Thursday May 22, 2014
1:50 – 2:40 p.m.

C10
Have you heard of Respondus?
*Mirela Barbulescu, Digital Media Projects Office*

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.

KHE 127

C11
Teaching for resistance: Moving outside the activist classroom
*Susan Silver, Susan Preston, and Purnima George, Social Work*

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.
**D1**

**POD 484**

**Activism beyond the classroom: More than being on the barricades**

*Valentina Capurri, Geography, and Linh Nguyen, International Economics and Finance*

In this presentation, we discuss our experience as activists within and beyond the classroom. As a teacher and a student here at Ryerson, we examine how academia can and must be the place where critical thinking and engagement with the most pressing issues of our time occur. By focusing on the Bodhi Project, a student’s project to transform Ryerson University into a more environmentally friendly and sustainable place, we share our insights on what activism in the academy can represent and achieve. We suggest that academic learning can help us reconsider our surroundings in a profoundly different way, thus changing faculty and students’ perceptions of the university space and propelling a change in our behavior within that space. Our goal is to show that activism beyond the classroom is more than simply shouting from the barricades, but is instead an essential part of the learning process as professionals and, more importantly, as human beings and world citizens. We also hope that attendees can contribute to the discussion and will decide to get involved in a project that promises to revolutionize the physical and social space here at Ryerson.

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**D2**

**ENG LG 6**

**Critical examination of data quality as a tool for teaching, research and student engagement**

*Jane Schmidt, Kevin Manuel, and Dan Jakubek, Library*

The cancellation of the mandatory long-form Census in 2011 and its replacement with the voluntary National Household Survey (NHS) has and will continue to have far reaching implications for Canadian society. This information session will provide insight into understanding the non-response rates of the NHS and the potential impacts on your research and teaching. A live demo of a Library subscribed product called Simply Map Canada 3.0 will illustrate an alternative source of data to the NHS produced by Environics Analytics. Participants will be supplied with very clear examples of data inconsistency. These examples will encourage faculty to investigate scenarios in which their students may encounter similar situations when researching their assignments. We will facilitate a discussion about how we can mitigate the impact of this new data reality on research (both student and faculty) at Ryerson, and how we can harness the issues surrounding the NHS data quality and turn it into an opportunity for our students to learn critical thinking about data sources and the need for quality information to inform policy development and innovation. This will also have the effect of encouraging ongoing advocacy efforts to reverse the cancellation of the long-form census as students and faculty understand how data quality affects what they do. This will be an interactive session of interest to all disciplines that use socio-economic data in teaching and research.

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**D3**

**RCC 201**

"What is this mad positive stuff anyway?" Using a web-doc to cross the border from medical problems to social action on mental health matters.

*Kathryn Church and Danielle Landry, Disability Studies, and Winnie Ng, Sam Gindin Chair in Social Justice and Democracy*

This session is organized around screening and talking about a short rough-cut documentary video derived from interviews filmed with participants to an international dialogue titled "Mad Positive in the Academy" that was hosted by the School of Disability Studies. Funded by the Teaching about Diversity Fund (TDF), the web-doc is intended to stimulate discussion with multiple audiences in community, university, and union settings. In classrooms, it is intended to assist faculty and students to think critically about the kinds of conceptual border-crossings that would help us think beyond medical problems towards a broad-based set of positive practices that would enable universities to become safer spaces for anyone whose mental health is at stake.
D4  Learn how to add One Stop Course Readings yourself: Hands-on workshop
Ann Ludbrook, Kraigen Brown and Aleksandra Rybak, Library

Would you like to not worry about copyright and have your readings scanned and added to your Blackboard shell for you? All you need to do is add citations into an online form. Learn how to add your course readings the self-service way using One Stop Course Readings - Ryerson's copyright checking service. This workshop will show you how to order a Blackboard shell and connect E-Reserves to your online course. You will learn how to add readings for E-Reserve, Print Reserve or even order Custom Course Manuals online within Blackboard. The basics of how to do persistent links will also be reviewed in this hands-on workshop.

D5  The EDI approach to the classroom interaction
Darrell Bowden and Heather Willis, Equity, Diversity and Inclusion, Monica McKay, Aboriginal Initiatives, Ann Whiteside, Office of Discrimination and Harassment Prevention, and Denise O'Neil Green, Assistant Vice President/Vice Provost Equity, Diversity and Inclusion

In this 50-minute session, we will examine issues that relate equity, diversity and inclusion (EDI) and the work faculty support while in the front of the classroom and beyond. Presented using case studies, the EDI team will offer discussion of various challenges and cover such areas as accessibility, accommodation, engaging and ensuring Aboriginal student holistic success, the prevention of and discrimination and harassment. The goal of the session is to offer resources to faculty in handling situations as they arise.

D6  Beyond the pressure to place: The connections that help field education now
Jennifer Clarke, Lisa Barnoff, May Friedman, Sonia Meerai, and Jennifer Poole, Social Work

Field education is a cornerstone of social work education. This experiential component of social work pedagogy is increasingly fraught with tensions. Students are under pressure to achieve maximum employability through placement experiences, schools have increasing numbers of students to place, and field instructors face increasing workload and limited time for supervision. Given these constraints, researchers at the Ryerson School of Social Work undertook research to explore what works in the current context of field education and what gets in the way. Through curriculum review and focus groups with students, staff, educators, and field instructors, this project sought to understand the major constraints facing social work practica and identify radical new directions. Our data showed that while all stakeholders are troubled by the major restructuring taking place in the social service sector, and the ensuing challenges facing partner agencies and field office staff matching students to placement opportunities, participants in our study were excited and passionate about field education. As social work matures as a profession, this research showed the need for increased creativity and imaginative responses to experiential social work knowledge. The research also showed the importance of connections—of relationships between students, faculty, field office staff, and field instructors. Strengthening these relationships was identified as crucial to the success of social work field education. In this presentation we share what works and what gets in the way of social work field practica, and offer some recommendations for radical new directions in social work field education.
Concurrent Session D

D7

Does it matter if I knew you before joining the group? Investigating the moderating impact of familiarity

Linying Dong, Franklyn Prescod, and Bharat Shah, Information Technology Management

Group projects have been widely considered as an effective approach to promoting learning, encouraging student engagement, and stimulating creativity. It has been believed that groups whose members are familiar with each other tend to perform better than those who are composed of strangers. We have embarked on the research project to examine the notion by investigating the impact of familiarity on group performance. Drawing on the literature on group cohesion, we have proposed and tested a theoretical model conceptualizing the relationship between familiarity and group performance. Our survey results indicate that groups formed by strangers tend to perform better than those comprised of acquainted members. The finding poses some insightful implications for instructors who manage group projects.

D8

From bricks to clicks: Enhancing student engagement through the application of online tools

Nada Savicevic and Nadia Desai, Digital Education Strategies, G. Raymond Chang School of Continuing Education, Youcef Derbal, Information Technology Management, and James A. Smith, Electrical and Computer Engineering

Traditional lecture-based learning is shaped by a vision that fosters the understanding of subject-specific content and creates the potential for applied learning through face-to-face instruction, direct communication and interaction. If such learning were redesigned to strategically integrate technology, it could allow for new educational possibilities, both in teaching and in learning, that extend beyond the walls of a traditional classroom. Online learning offers tremendous opportunities for advancement of teaching methodologies and knowledge acquisition through targeted application of a range of tools afforded by current technology. Such tools and strategies can be customized and seamlessly integrated into curricula to serve specific requirements of individual courses. The purpose of this session is to present design challenges of transferring courses into online setting as well as examples of available practical solutions through the experience of two faculty members whose courses have been adapted for online teaching: Dr. Youcef Derbal, Computer-Enabled Problem Solving and Dr. James A. Smith, Embedded Systems Hardware Architecture and Implementation. This session will not only highlight the collaboration between the instructional designer and subject matter expert to design meaningful and engaging instruction but will also examine the complexities and benefits of online course design and delivery. Participants attending this session will come away with practical tips and advice on formulating and implementing effective solutions for engaging learners and enhancing learning effectiveness through online-specific methodologies and tools.

D9

Investigating the notion of a 'border' in education: Maintaining boundaries while removing barriers

Betty Trott and David Collins, Philosophy

Our joint presentation, combining the perspectives of a professor and tutorial leader (TA), will examine the idea of a ‘border’ in higher education. We will consider several possible senses of ‘border’ in this respect, and look at which meanings could have negative pedagogical effects (call them ‘barriers’) and which meanings might be positive—and even necessary for—learning (call them ‘boundaries’). We will then argue that there currently exist certain ‘barriers’ to learning in the practice of much higher education that need to be addressed and overcome before the general, positive idea of ‘teaching without borders’ can be fruitfully entertained.
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**D10**

**ENG LG 5**

*Two approaches to community defined collaborative education and resource assistance: The Bahamas Educational Project and the Kenya Tonembee Association Website Project*

*Jean Golden, Sociology, Nikila Cole, Kenya Tonembee Association, and Heather Sadkowski, Social Work student*

This presentation will explore two collaborative approaches to community-defined educational practices, the creation of new educational resources and benefits to communities in developing countries and to students in Canada. The Bahamas Project is a collaborative relationship between Ryerson University and the Every Child Counts (ECC) School for Children with Special Needs in Abaco, Bahamas. To date, forty Ryerson student placements and volunteers have worked with ECC for 5 to 10 weeks every spring. ECC defines how best to use this student labour: e.g. in the classroom, creating educational resources, community newsletters and disability awareness projects, identifying fundraising opportunities, and assisting with special Olympics, athletic and musical programmes. Ryerson students learn the complexities of working in a developing country and bring this knowledge back to their Ryerson studies and into local communities. The Kenya Tonembee Association Website Project developed out of the relationship between a small Canadian NGO and a rural Kenyan village. The community responded positively to the NGO introduction of assisted technologies for cooking—solar cookers and warming baskets—to decrease deforestation and flooding, increase sanitized water and food security, decrease diseases and hours of labour of women and children. It sought sponsored education for their children, especially their girls. This journey was recorded by documentary film-maker Nikila Cole, and these videos form the backbone of the new educational teaching website for Canadian universities, colleges and high schools on development issues. The website also serves as a fundraiser for more cookers and baskets, and sponsorships for village children.

**D11**

**RCC 205**

*Using craft in the classroom as a pedagogical intervention*

*Andrea Robertson, Midwifery*

This presentation critically explores perineal (vaginal) suturing models, and claims that alternatives to anatomical models, such as the fabric-craft models recently used in the midwifery classroom, may offer important metaphorical possibilities without compromising on utility, thereby enacting a feminist and pedagogical intervention. Within the Midwifery Education Program, as within other health professions, 3-dimensional, anatomical models are an important resource in the classroom for introducing and developing hands-on clinical skills. The significance of these resources, and their contribution to learning, beyond their utility, is too often under-scrutinized. When neutrality is assumed, or insisted upon, their situatedness within broader historical-social contexts and their privileged status as knowledge-making forms is obfuscated. The fabric-craft models bring attention to the non-neutrality of learning technologies. Their differences in aesthetic emphasis disrupt norms embedded in classroom resources and invite plurality in otherwise exclusionary spaces. For example, they encourage the positive valuing of technologies and knowledges which have been undervalued owing to their femininized associations (such as sewing and craft-making). They also create critical space in which to think about how students and educators “come to know things” and the intersection between bodies and knowledge outside the classroom and bodies and knowledge within the classroom. The analysis in this presentation draws on feminist, trauma and craft theorizing to conclude that the aesthetic, kinesthetic and metaphoric attributes of classroom objects demand further feminist attention and intervention.
The Future of Teaching at Ryerson

Chris Evans, Office of Vice Provost Academic, Paul Stenton, University Planning Office, John Turtle, Senate, and Mohamed Lachemi, Office of the Provost & Vice President Academic

From its beginnings, Ryerson has had a strong foundation in providing career relevant education. Our early programs offered students an education that met their need to be competitive in a changing world. We continue to see the education we provide as meeting the needs of both our students and society, and our students benefiting from our past and our collective vision for the future. In this session, university administrators will provide participants with an opportunity to remember our foundations and to see how those foundations have been nurtured to create the programs of today. We will also discuss how our foundations impact teaching at Ryerson, our ability to provide a unique educational experience to our students, and our vision for a future in teaching that prepares our students for the challenges that lay ahead.
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, our 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 Namasivayam, 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.
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<tr>
<th><strong>Poster Session</strong></th>
<th>Thursday May 22, 2014</th>
<th>4:45 – 6:30 p.m.</th>
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<td><strong>P19</strong></td>
<td><strong>Deconstructing the classroom: Approaches to teaching outside the classroom using interactive workshops</strong></td>
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<td>William Ju, Chemistry and Biology, Deborah Knott and Sheryl Stevenson, University of Toronto, Alistair Dias, Maria Papaconstantinou, Franco Taverna, and Ron Wilson Jr., Biology</td>
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<td>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.</td>
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<td><strong>P20</strong></td>
<td><strong>Mobile access to academic ebook content: A Ryerson investigation</strong></td>
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<td>Naomi Eichenlaub and Josephine Choi, Library</td>
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<td>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.</td>
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<td><strong>P21</strong></td>
<td><strong>E-Learning: Training for faculty</strong></td>
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<td>Dalia Hanna, Learning &amp; Teaching Office</td>
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<td>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.</td>
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<td><strong>P22</strong></td>
<td><strong>Meeting academic challenges with Universal Design</strong></td>
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<td>Maureen Reed and Dalia Hanna, Learning &amp; 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</td>
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<td>Many of our students feel stressed due to poor coping skills associated with the challenges of academics that are mixed with life challenges. Some students are not resourceful and as a result have difficulties coping with academics in terms of meeting deadlines, understanding their academic obligations, and understanding how to best to succeed in academia. Universal Design for Learning emphasizes techniques that assist all of our students in better preparing for and succeeding in their courses. 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.</td>
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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.

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.

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 Basser, 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.
**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 learned 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.
The conference attendance list and the link to the online conference evaluation form will be posted on the LTO website.

www.ryerson.ca/lt

The 2015 Ryerson Faculty Conference is on Thursday May 21, 2015

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