## Conference Program

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<tr>
<td>8:15am</td>
<td>Registration &amp; Refreshments</td>
<td>ENG 103</td>
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<td>8:45-9:00am</td>
<td>Opening Greetings</td>
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| 9:00-10:15am  | **Plenary Session** - Fanning the Flame: Teaching with the Next Generation  
Bonnie M. Patterson,  
President & CEO, Council of Ontario Universities (COU) |                |
| 10:30-11:20am | **Concurrent Session A**                                   | ENG, KH-, POD, RCC |
| 11:30-12:20pm | **Concurrent Session B**                                   | ENG, KH-, POD, RCC |
| 12:35-1:35pm  | Lunch                                                      | Upper Gym, Kerr Hall |
| 1:50-2:40pm   | **Concurrent Session C**                                   | ENG, KH-, POD, RCC |
| 2:55-3:45pm   | **Concurrent Session D**                                   | ENG, KH-, POD, RCC |
| 4:00-4:45pm   | **Special Session on Zone Learning**                       | LIB 72         |
|               | Randy Boyagoda, Director, Zone Learning  
Christopher Evans, Vice Provost Academic  
Charles Falzone, Chair, RTA School of Media  
Paul Stenton, Vice Provost University Planning  
Mohamed Lachemi, Provost & Vice President Academic |                |
| 4:45-6:30pm   | **Poster Session & Cocktail Reception**                    | POD 250        |
|               | Sponsored by The G. Raymond Chang School of Continuing Education |            |

Follow the conference on twitter  
![#ryecon2015](https://twitter.com/ryecon2015)
Thursday May 21, 2015

Welcome to the 2015 Ryerson Faculty Conference. Our theme for the conference is “Tomorrow’s Classroom,” which reflects a new reality - the demands on instructors in higher education are continuously changing in response to demographic and technological advance. The many papers, posters and presentations you will hear are directly related to the challenge of not just keeping up, but being ahead of pedagogical shifts. Enjoy the opportunity to mingle with colleagues, and see the amazing and innovative ideas Ryerson instructors implement every day in classrooms, lecture halls, and through e-Learning. I want to thank the many people below who, in collaboration with the entire Ryerson community, make the Faculty Conference a wonderful yearly event –

**Conference Sponsors**
Mohamed Lachemi, Provost and Vice President Academic
Christopher Evans, Vice Provost Academic
Marie Bountrogianni, Dean, The G. Raymond Chang School for Continuing Education

**Plenary Speaker**
Bonnie M. Patterson, President and CEO of the Council of Ontario Universities (COU).

**Conference Committee**
Restiani Andriati, Tetyana Antimirova, Marsha Barber, John Paul Foxe, Dalia Hanna, Francine Kalogris, Don Kinder, Amy Peng, Amira Rezkalla, Michelle Schwartz Medhat Shehata, Tunu Sodhi, Joanna Tsanis and Stephan Want.

**Conference Reviewers**
Restiani Andriati, Tetyana Antimirova, Marsha Barber, Linda Cooper, John Paul Foxe, Dalia Hanna, Francine Kalogris, Don Kinder, Linda Koechli, Amy Peng, Amira Rezkalla, Michelle Schwartz, Medhat Shehata, Tunu Sodhi and Stephen Want.

**Graduate Student Volunteers**

**Departments & Facilities**
Campus Facilities & Sustainability, Facilities Department, Security team, Media Services, Ryerson Eats and Digital Media Projects Office (special thanks to John Hadju for the video).

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

_Eric Kam_
Eric Kam, Director, LTO
Fanning the Flame: Teaching with the Next Generation
Bonnie M. Patterson
Keynote Address
ENG-103

The keynote speaker for the 2015 Faculty Conference is Bonnie M. Patterson, C.M., O.Ont., ICD.D.

Professor Bonnie M. Patterson is the President and CEO of the Council of Ontario Universities (COU), a post she has held since September 2009. She was the President and Vice-Chancellor of Trent University from 1998 to 2009. She has served previously as President of COU from 1995 to 1998, as Dean of Business at Ryerson University (then Ryerson Polytechnic Institute), and chaired and taught at Ryerson’s School of Administration and Information Management. She continues to hold her professorial position in Business Administration at Trent.

Currently, she is the Chair of the Board of The Roberta Bondar Foundation; a member of the Board of Metrolinx serving on the Human Resources & Compensation and Executive Committees; the Board of the Ontario Chamber of Commerce; and the Advisory Board for the Mowat Centre for Policy Innovation. Prof. Patterson served as one of four Canadian university presidents to the Council of the Association of Commonwealth Universities. She has served as Chair of the Association of Universities and Colleges of Canada; as a Director on the Board of the Peterborough Regional Health Centre for nine years, including two as its Chair; and on the Founding Board of the Greater Toronto Airports Authority.

She is a recipient of the Order of Canada and the Order of Ontario, and has been named one of the Top 100 Most Powerful Women in Canada by WXN. In 2014, she received honorary doctorates from Ryerson University and York University. She holds a B.A. and M.L.S. from the University of Western Ontario.
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**A1**

**ENG 103**

**Collaboration, Creativity and Problem-Solving**

*Ashley Nahornick, Chang School*

Problem solving initiatives appear in most curricula, are considered important among employers and most importantly are a fundamental component of success in learning. Yet, in most cases, problem solving is often incorporated in a peripheral manner, whereas it deserves to be at the center of the curriculum. This presentation will look at problem-solving initiatives as a way to build communities in the classroom that promote student engagement. I will focus on three areas: (1) the teaching and learning of problem-solving, (2) assessment of student learning of problem-solving and (3) the student experience to help foster creativity and collaboration in post-secondary classrooms. I will also discuss my research on problem-solving through the Halton District School Board to offer potential lessons for educators.

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**A2**

**Student Choice as a Pathway to Exceeding Expectations**

*Natalia Lumby and Edith Sevigny-Martel, Graphic Communications Management*

The purpose of this presentation is to share an approach which successfully engaged senior students in a large classroom setting. In order to achieve this, a passport/checklist style assignment format was introduced within the course. It provided students with an abundance of choice as well as setting expectations that go above and beyond meeting set rubric requirements. Further, while it offered flexibility in tasks completed, it still attained all desired learning outcomes. Lastly, the assignment also connected students with their personal and professional community, providing benefits of the experiential learning approach. The results show a clear enthusiasm and above average outcomes which resemble learning more typical outside of the classroom (free-choice learning). This session will provide attendees with the assignment format used. As the assignment approach is easily generalizable, participants will work individually and then in small groups to recreate the concept of the project within their own disciplines. We will close by sharing examples of some of the outcomes of the project as well as the ideas generated during the session.

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**A3**

**Sage on the Stage Revisited**

*Hitesh Doshi, Architectural Science*

It has become fashionable to talk down to the traditional role that faculty members have played in inspiring students to learn through their place on the podium. This particular presentation focuses on the use of technology to engage and inspire students in a situation where a faculty member must lecture before a large audience. In particular there will be a discussion of the use of Microsoft OneNote to create a digital chalkboard during the lecture presentation and the use of summary of notes as a follow-up tool in helping student get more out of the traditional lecture course. The presenter will share with the audience their three years of experience of using this technology alongside creating other opportunities to improve student learning.
A4 Bringing PhotoVoice to the Classroom: A Partnership with Ryerson, Pathways to Education, and Tri-Mentoring students

David Day, Psychology, Reena Tandon, Community Engaged Learning & Teaching, and Katlyn Peck, Psychology

This workshop presents experiences from a pilot project in Community Engaged Learning and Teaching (CELT) in an undergraduate social psychology seminar. Collaborative partnerships with Pathways to Education and the Tri-Mentoring Program were developed to integrate experiential learning through the concept of PhotoVoice, resulting in an exhibit of posters on the topic, “What Stresses me out.” PhotoVoice (Wang & Burris, 1994) is a qualitative research method used in participatory research in which study participants document their experiences through photography. The culmination of PhotoVoice is the displayed collection of photographs that are described and shared with others to convey some important aspect of the individuals’ lives. Participants also write a narrative to go along with their photograph to describe why that photo was meaningful to them and what it says to the viewer. As a participatory research technique in community psychology, PhotoVoice gives people who might otherwise not have been included in research a voice to communicate important aspects of their life experiences. We will share the experiences from this project, designed to translate the theoretical concept of PhotoVoice in the course, into a shared learning experience, extending the conceptual learning through engaging with the community. The presentation will include students’ perspective of participating in the project and sample photos and narratives from the exhibit. Pathways to Education supports youth in low-income communities as they graduate from high school and successfully transition into post-secondary education. The Tri-Mentoring Program at Ryerson facilitates students’ learning, leadership, and employment through mentoring, learning support and leadership training.

A5 EDUCATION + FABRICATION | If they make it, they will come

Vincent Hui, Architectural Science, Fangmin Wang and Namir Ahmed, Ryerson University Library & Archives, and Tom Bessai, Design Fabrication Zone

Tomorrow’s classroom has evolved from the traditional sage on a stage to one of greater exchange and engagement. The rapid ubiquity of “maker/hacker” cultures and digital fabrication technology has gained traction in many institutions yet unfortunately is often considered at worst a novelty and at best an esoteric pedagogical piece. Digital fabrication technologies, from 3D printers to microprocessors, allow users to bring their ideas to reality. Tomorrow’s classroom demands more than information exchange, and instead demands the application, creation, and production of innovation. This session will describe the potential for digital fabrication and prototyping as a vehicle to facilitate this. In the recent Academic Plan, Ryerson University outlined five priorities that could benefit from the integration of digital fabrication technologies. Specifically addressing the first priority, “Enable Greater Student Engagement and Success through Exceptional Experiences,” the session will provide strategies for all faculties on how educators may integrate digital fabrication in delivering such experiences. Through examples documented over the past five years, this session will outline how digital fabrication may be leveraged in providing exceptional experiences in: A) the classroom by making ideas tangible, B) the Zones (such as the Design Fabrication Zone) by bringing ideas to real world application, and C) in the university through the Digital Media Experience Lab. The technologies for idea production in tomorrow’s classroom are already available and accessible to students and faculty at Ryerson University; it behooves us to leverage these resources to add value to our classrooms today.
A6 RCC 201

**Fluid Mechanics Online: An Engineering Pilot Project**  
*Jacob Friedman and David Naylor, Mechanical and Industrial Engineering*

The Department of Mechanical and Industrial Engineering developed and offered MEC 516 Fluid Mechanics I as an online course. The course was offered in the Fall 2014 term in parallel with a traditional offering. Three sections of the course were offered online and twelve were offered in traditional mode. A common mid-term and final examination was used, allowing direct comparison of student outcomes. There was very little difference in performance between the two cohorts. This online course was the first online delivery of an engineering core course in the Faculty of Engineering and Architectural Science. This presentation will discuss the approach to delivery, student outcomes, issues and surprises that were encountered along the way, and highlight some issues that must be addressed before online delivery becomes more widely adopted.

A7 RCC 204

**Tech-Assisted and Experiential Education in FSN221 Fundamentals of Design & Colour II: Towards a Mix of Digital, Experiential and Dyadic Methods**  
*Anna Romanovska, Joshua Williams and Jenifer Forrest, FCAD*

If they are not to succumb to obsolescence, educators must come to terms with rapid developments in digital technology, coupled with significant shifts in the existential stance and consumer outlook of their students. This presentation will outline some of the challenges which the instructors of the course have faced in teaching an undergraduate FSN221 Fundamentals of Design & Colour II at the School of Fashion, Ryerson University. First, we will summarize technology and internet driven pedagogy in the design and visual communications fields; review how the rapid digital dawn in the textile industry has impacted the design process; as well as emphasize the importance of experiential and dyadic learning in the creative industries. Then we will portray the students and outline the theory, methodology and methods that guide the most recent curriculum design and delivery of the design course, followed by discussion of the successes and pitfalls in the course. Examples of student work and their projects outside the classroom environment will illustrate our assumptions of the pedagogical success in the course. In conclusion, we will argue that it might be difficult to stay one step ahead and remain on the leading edge as a teacher, however it is possible to ride the wave of change with humility and curiosity, while actively engaging with the design community.
A8

Target Front and Center at Universities Alternate Enrolment Markets and Responsive Leadership...or Become Obsolete

Anne-Marie Brinsmead, Chang School and Alex Ferworn, Computer Science

The presenters provide a recent scenario, a Ryerson University and a Chang School case study, of responsive leadership across all levels of the university that forged a non-degree, alternate enrolment market success story. We will present our findings about responsive leadership styles, essential ingredients and beliefs, and reflect on a new kind of university leadership of the future needed across all universities writ large. We also explore the way in which we all, as members of the university “family,” may tap our capacity to contribute responsive leadership strategies, tactics and behaviours to advance university work, to serve our learners of all ages and to contribute increases to the university's, faculties’ and academic departments' finances in a time of reductions in university funding. Tactics include: ‘roll up our sleeves’, ‘go the extra mile’, ‘get the job done right’, visit classes weekly and respond. Being responsive includes the creation of adaptive, evidenced-based, data driven, discovery-centric, synthesis-focused, actively engaging and collaborative, real-to-today’s world of work learning. This story is a paradigm example of responsive leadership, where tight connectivity and communication between leaders on a non-degree initiative brought in, in less than 4 months of learning product development time, and in less than 9 months of product delivery, upwards of 1,200 enrolments to Ryerson, from an untapped enrolment market of working adults who had never dreamed of turning to a university to bump up their annual salaries and boost their career advancement and longevity. Word of mouth and employers continue to bring Ryerson ever-growing cohorts of this new enrolment market on an on-going basis 12 months a year.

A9

DIY Fair Dealing - What Does it Mean to You?

Ann Ludbrook, Ryerson University Library & Archives

Ryerson University has fair dealing guidelines that allow you to distribute a certain amount of material to your students as part of your teaching. Do you know what that means? Ryerson's copyright coordinator, Copyright Librarian Ann Ludbrook, will go over using fair dealing in your teaching. She will cover the delivery of both online and print materials including text, images, audio works and film.

A10

Drawing on Mad Art as Social Justice Pedagogy

Danielle Landry and Jenna Reid, Disability Studies

Jenna Reid, one of three instructors for A History of Madness (DST 500) and Danielle Landry, instructor for the online course Mad People’s History (CDST 504), will discuss the use of art as a pedagogical tool within our classrooms. As Disability Studies scholars before us have highlighted, art practices can help promote critical engagement with diverse understandings of disability and madness. In order to make art spaces and practices accessible, we need to look at how art can be a pedagogical tool to understand the experiences of mental health service users, allowing us to question the norms that often leave art inaccessible to many. We will showcase a few pieces from the new virtual gallery 'This Is Madness!' (dst500.blog.ryerson.ca), launched in November 2014, which features exemplary artwork from over 100 students produced in numerous media forms. The site may be used as a teaching tool within the classroom and it allows us to bring student learning about local histories back into the community. Through an exploration of the digital gallery, we will demonstrate ways in which academic classrooms, both in-person and online, can use art to create and maintain reciprocal and accessible relationships with the communities around them.
**A11 POD 372**

**The OSTOK Project: An Interdisciplinary Approach to Understanding Our Systemic Selves**  
*Christopher DiCarlo, Chang School*

The OSTOK Project is an information model which allows us to better understand the complexities between various types of natural and cultural systems. By combining our understanding of the natural world with our understanding of the different cultural ways in which our lives develop, we can better understand just how vastly complex our lives, the world, and the universe are. Taken together, the two systems are interconnected in a complex interplay of activity resembling the multiple layers of the skin of an onion—hence, the name of this model is the Onion Skin Theory of Knowledge (or OSTOK). Using an onion as a metaphor for our combined systems of knowledge, we can understand and teach how information about ourselves, our world, and the universe relate. The more we understand the complex causal interplay between various systems, the deeper into and the farther around the onion we go. In this way, students gain in both depth and breadth of knowledge. By examining the enormously complex interplay of natural and cultural systems, we find that our knowledge is limited by the manner in which we can identify and attempt to understand ‘causal clusters’. These clusters are connections between disciplines within these two overlapping systems. The better we can understand the related causal forces influencing various effects in our lives, the better we can teach our findings in an effort to more responsibly develop our students’ concept of what we might call our systemic selves.

**A12 POD 484**

**Multiple Choice Calculus Questions**  
*Alexander Alvarez, Mathematics*

As part of a course redesign project supported by the Productivity and Innovation Fund, a large set of multiple choice (MC) calculus questions was prepared and integrated into Blackboard. These MC questions are designed in a way that gives students instant, appropriate and detailed feedback, instead of the usual correct/incorrect response. In this talk I will discuss the outcomes of using this approach in course MTH 140 during the Fall 2014 term.
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Died Chandross and Sandra Kerr, Chang School |
| B2  | ENG 106 | Strategies to Support and Engage Continuing Education (CNED) Students Enrolled in Liberal Studies Electives  
Kristin Force, Philosophy (Music) |
| B3  | KHE 125 | Interdependent Learning Modules to Support Student Training in Crossing Disciplinary Boundaries  
Peter Kedron, Geography and Environmental Studies, Chris Greene, Environmental Science and Management |
| B4  | KHS 251 | Developing Interprofessional Community-based Placements; an innovative blended experiential learning model  
Sanne Kaas-Mason, RU Interprofessional; FCS Office of the Dean, Corinne Hart, Daphne Cockwell School of Nursing; RU Interprofessional |
| B5  | LIB 72  | Online Collaborations: Reviewing, Editing and Annotating YouTube In-Class Lecture Capture Recordings to Enhance Student Learning in Biology.  
Bill Ju, Chang School |
| B6  | RCC 201 | Arts-Enriched Pedagogy: Advancing Experiential Learning Theories  
Jennifer L. Lapum, Daphne Cockwell School of Nursing |
| B7  | RCC 204 | Exploring Alternative Resources for Teaching and Learning Media Production  
Brian Damude, Image Arts |
| B8  | POD 358 | Professor publishing - iBooks and ePubs enhance the classroom experience  
Martin Habekost and Richard Adams, Graphic Communication Management |
| B9  | POD 366 | Narratives of Architecture/Narratives of Diversity – Summary and Observations on a Three-Year Project  
George Thomas Kapelos, Architectural Science |
| B10 | POD 370 | A Temperament-Based Tool for Student Team Formation  
Filippo A. Salustri, Mechanical and Industrial Engineering |
| B11 | POD 372 | Teaching Excellence at Ryerson: Perspectives from Our Award-Winning Instructors  
Michelle Schwartz, Learning and Teaching Office, Marion Coomey, FCAD, Vincent Hui, FEAS, Mustafa Koc, Arts |
| B12 | POD 484 | Zone-ing in on Social Justice Media: Co-Creating A Space of Solidarity and Radical Inclusivity  
Marusya Bociurkiw, RTA School of Media |
| B13 | Learning Commons Lab (ILC), 2nd floor LIB | Link it right! DIY linking to Library Resources (Hands-On)  
Ann Ludbrook, Kraigen Brown, Michael MacDonald, Ryerson University Library & Archives |
| B1       | ENG 103 Game-Based Learning Across Health Care Disciplines: Seniors Social Connectedness, Gamification of Health Care Delivery and Game-Based Learning for Health Care Professionals  
David Chandross and Sandra Kerr, Chang School  
This year has been an exciting continuation of game based learning and gamification for our team at Ryerson. We will report on our success obtaining partnership status with the National Center of Excellence Age Well grant, a 5-year program of research on gamification to increase social connectedness with seniors. This partnership with the University Health Network and Simon Fraser University is already underway, with the goal of using online learning and connection to reduce isolation, depression and loneliness and to improve cognitive function. In this presentation we will also review other gamification projects under way through Ryerson and the Baycrest Health Sciences center, including training of gerontology professionals. We will also review our work on the use of gamification to treat addiction. The game design model we will use for addiction management will be expanded to deliver this strategy for a variety of patient populations, including diabetes and other chronic disorders. Participants will learn how to use modern gamification strategies to enhance health professions education, health services delivery and brain health initiatives for seniors. |
| B2       | ENG 106 Strategies to Support and Engage Continuing Education (CNED) Students Enrolled in Liberal Studies Electives  
Kristin Force, Philosophy (Music)  
This presentation will provide Chang School instructors with tips and strategies for supporting and engaging Continuing Education (CNED) students enrolled in liberal studies electives. It will also be useful for faculty in the day school and teaching assistants. Many CNED students have typically been outside of the university community, and may not be familiar with the expectations of a university course. Drawing from experience teaching music courses for The Chang School, this presentation will focus on three main questions where CNED students need extra support in order to be successful: 1) How do we support students in essay writing, university library research, and exam preparation? 2) How do we engage students in the classroom? 3) How do we make CNED students feel part of the university community? Participants will be provided with a sample PowerPoint presentation, and sample handouts on essay writing as well as tips for exam review with an emphasis on the essay-style question. Students often have difficulty creating bibliographies and including proper essay citations. Strategies for assisting students in university library research with an introduction to the library will also be provided. In addition, participants will be asked to take part in mini assignments and activities demonstrating the importance of classroom engagement. These activities will show that interaction with peers can help to make CNED students feel part of the Ryerson community. To conclude, instructors will have the opportunity to discuss their experiences in participating in the activities, and share their own strategies to support CNED students. |
B3  Interdependent Learning Modules to Support Student Training in Crossing Disciplinary Boundaries  

*KHE 125*

*Peter Kedron, Geography and Environmental Studies, Chris Greene, Environmental Science and Management*

Advancing scientific knowledge increasingly relies on the ability of researchers and practitioners to link the insights and approaches of different streams of research. A common obstacle to success is limited experience with alternative research methods and the techniques they employ. This session presents a learning module series designed to train students to integrate perspectives across disciplinary boundaries. Modules use a geographic information system based platform to train students to tailor research methodologies to address specific problems dependent on multiple disciplinary perspectives. Using Toronto’s urban forest as the focus of study, this session will demonstrate the first of these hierarchical series. Initial exercises familiarize students with core methodological constructs, while later exercises train students to combine methods and address higher level questions. Web accessible and available for broader recombination, this module series will support teaching and research across the Ryerson community. Screencasts and podcasts of related topical material currently in development will facilitate student specific learning approaches. Future development of further modules focused on related skill sets and research themes will expand the combinations available. This session presents a flexible platform that contributes to a student’s ability to formulate, study, and address interdisciplinary research problems.

B4  Developing Interprofessional Community-based Placements; an innovative blended experiential learning model  

*KHS 251*

*Sanne Kaas-Mason, RU Interprofessional; FCS Office of the Dean, Corinne Hart, Daphne Cockwell School of Nursing; RU Interprofessional*

Interprofessional collaboration is becoming a basic expectation for a range of professional groups, both in and outside of the health field. Interprofessional education is a primary strategy for supporting the development of practitioners who have the skills and competencies to learn with, from, and about each other to improve collaboration and quality of care. However, developing opportunities for interprofessional learning within programs which already have established learning expectations is a process often fraught with structural, organizational and pedagogical challenges. It is often difficult, especially in professionally regulated programs, to allocate time to interprofessional learning and to find projects, applicable to all participants, and that can be adapted to an interprofessional lens. Faculty and site educators are also often concerned that students who are working in an interprofessional placement will not be able to meet discipline-specific expectations. This presentation describes the process of developing a number of health care and community-based placements that integrated students from nursing, early childhood studies, child and youth care, social work, nutrition and midwifery. Specifically, the presentation outlines the ongoing ‘stewardship’ required to support students, faculty and placement partners and creative groupings of students. Results show that with this stewardship, all partners can have a positive interprofessional experience that supports student learning and can meet both disciplinary, interprofessional and placement needs. This interactive presentation aims to share lessons learning with faculty members wanting to create experiential learning across disciplinary boundaries.
**B5**

**Online Collaborations: Reviewing, Editing and Annotating YouTube In-Class Lecture Capture Recordings to Enhance Student Learning in Biology.**

*Bill Ju, Chang School*

Undergraduate students within the biological sciences typically use online resources to supplement material taught in class as well as for reviewing concepts learned during lecture. In this session, an overview of a simple method for streaming lectures taught in class or creating just-in-time review modules to YouTube, and then allowing students to collaboratively annotate different aspects of the lecture material will be discussed. Surveys from students using the peer-annotated YouTube lecture recordings indicate that it is a useful platform for sharing ideas about lectures as well as for demonstrating the effectiveness of peer mentoring. Specifically outcomes related to student satisfaction, student use and student feedback related to collaborative online annotations will be discussed.

**B6**

**Arts-Enriched Pedagogy: Advancing Experiential Learning Theories**

*Jennifer L. Lapum, Daphne Cockwell School of Nursing*

Most of us can recall a song, a poem or a painting that sunk its teeth deep into us, played upon our thinking and inspired us to move forth – changed. For me, it is Paul Vermeersch’s poem “Porcelain Horses” that inspires deep contemplation about life, fragility, and hope. I continue to come back to this poem, reinterpreting it each time and moving forth – changed. In my teaching practice, I have drawn upon the arts as a pedagogical approach to implement experiential learning theories into the classroom and beyond. In this performative and experiential presentation, I share demonstrations of how I disrupt the tradition of “sage on the stage” so that metaphorically both the teacher and the student become performers on the stage who actively engage, reflect, deconstruct and reconstruct knowledge facilitated by arts media. In order to prompt reflective and personal knowing, I draw upon arts media such as poetry, dance, film, narrative and the visual arts as part of my arts-enriched pedagogy in teaching and SRC. In addition to SRC initiatives, I will provide examples of this pedagogy specific to undergraduate and graduate courses including qualitative research, theoretical courses about illness, professional development courses, and health assessment courses. Although these examples are located in the context of research and nursing, they can be expanded to a myriad of other topics and disciplines to richen the student experience and cultivate learning. It is my aim that the audience of this presentation will learn about and engage in innovative scholarship concerning arts-enriched pedagogies.

**B7**

**Exploring Alternative Resources for Teaching and Learning Media Production**

*Brian Damude, Image Arts*

“Shooting the Dramatic Dynamic” is a web textbook/lecture series on how the fundamental principles of graphics, psychology, shot design and sequence structure inform, dramatize and illuminate contemporary motion picture storytelling. It also contains a chapter on pre-production, introducing students to contemporary practices that enable visual storytellers to efficiently capture the story they have designed for the screen. This work has been created as a study guide for Ryerson Film, Television and Trans-Media production students, as well as Screen Arts Appreciation students and any student interested in visual storytelling on the screen, its history, evolution and contemporary forms and practices. The work is presented as a series of media rich recorded lectures consisting of over 2,000 still images, film clips, animations, and illustrative title/graphic inserts. In addition to the recorded lectures, teachers can avail themselves of additional pedagogical tools in the form of a separate written text and the unrecorded keynote presentations so the work can be broken down and used in any way a lecturer pleases to conduct screen-arts production, history, theory or appreciation courses.
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**B8 POD 358**  
**Professor publishing - iBooks and ePubs enhance the classroom experience**  
*Martin Habekost and Richard Adams, Graphic Communication Management*

“Professor publishing” used to mean printed course packets. Now, thanks to digital publishing, professors can write customized textbooks. The .epub and .ibooks digital formats for tablets are options for faster and more media-rich publishing. Developed to make eBooks on the iPad, Apple iBooks Author is a free program for Mac OS X Mavericks that makes it easy to incorporate interactive media, image galleries, panoramic views, 360° views of objects, 3D graphics, movies, and even web pages. This can be valuable in helping students to visualize concepts, models, and mechanisms. Open-source ePubs are platform-independent but offer more limited media options. The presenters will show how to create iBooks and various media types from iBooks Author and its companion program, iAd Producer, and how to create ePubs with Adobe InDesign. The presenters will also show examples of iBooks created for specific courses.

**B9 POD 366**  
**Narratives of Architecture/Narratives of Diversity – Summary and Observations on a Three-Year Project**  
*George Thomas Kapelos, Architectural Science*

A three-year study of architectural science students examined the impact on student awareness and learning of issues of diversity in architecture. For three years, first-year students were exposed to questions of diversity, equity and inclusion in ASC103 – “The Built Context,” a required course of all incoming students into the Architectural Science program. The exposure took the form of in-class “workouts” focusing on a variety of aspects of diversity, equity and inclusion. Concurrent to the course, students participated in surveys to assess their attitudes and awareness of the subject. Participation in the survey component was voluntary and comprised a survey at the start of the term and on its completion. A consultant was hired to formulate the survey and assess results. In year three, the consultant probed the long-term impact on learning through a focus group. This presentation will present an overview of the results of the project and posit some observations on the possibilities of using survey and focus group methodology to assess depth of learning in diversity, equity and inclusion.

**B10 POD 370**  
**A Temperament-Based Tool for Student Team Formation**  
*Filippo A. Salustri, Mechanical and Industrial Engineering*

The “Personality Temperament Indicator” (PTI) is a CCS-hosted tool to approximately gauge the “temperament” of students, and to create student project teams with that information. The author has been using the PTI for over 10 years; in the last two years, a few other instructors in Mechanical and Industrial Engineering have used it also. This presentation will demonstrate its current version and review the experiences of its users to date, which have been generally positive. The PTI is loosely based on Jungian personality “types,” using rules developed by other engineering education researchers to name the temperaments (e.g., ESTJ = “manager”) and group students into teams. Instructors set the maximum team size. The algorithm attempts to balance teams so that there are as many extroverts as introverts, as many thinkers as feelers, etc. Since there are not enough of each temperament to build absolutely balanced teams, the algorithm attempts to distribute any temperament deficits across all teams. The user interface also allows instructors to visually check the teams and interactively rearrange them as required. Data is anonymized and archived, which opens possibilities of research projects to examine how temperaments change over time, which temperament types succeed or fail in different programs, etc. A revision to the system in light of recent experiences is expected to be undertaken during the summer 2015. A 25 minute presentation by the author will be followed by an open discussion about the PTI and its potential uses at Ryerson.
### B11
**POD 372**
**Teaching Excellence at Ryerson: Perspectives from Our Award-Winning Instructors**
- Michelle Schwartz, Learning and Teaching Office, Marion Coomey, FCAD, Vincent Hui, FEAS, Mustafa Koc, Arts

This session will feature a panel presentation by recipients of the 2014 Provost’s Awards for Experiential, Innovative, and Interdisciplinary Teaching. Marion Coomey, Vincent Hui, and Mustafa Koc will share teaching tips and strategies that have earned them special recognition by their students and colleagues. Hear how these exceptional teachers have motivated and transformed their students. Their insights will fill you with inspiration, enthusiasm, and new approaches for your classes.

### B12
**POD 484**
**Zone-ing in on Social Justice Media: Co-Creating A Space of Solidarity and Radical Inclusivity**
- Marusya Bociurkiw, RTA School of Media

Ryerson University has developed a name for itself as a space of innovation via its zone learning program, offering an extra-curricular educational experience that “takes you beyond the classroom and lets you meet and work with students from across the university who are creative, ambitious, and driven by passion.” This presentation will present and workshop ideas for a social justice media zone. Weaving together student social justice media proposals, creative practices and theories from the ‘Hacking the Culture Speakers’ Series’ (funded by the Teaching Diversity Fund), and its companion course, BDC 916: Social Justice Media, this presentation will examine the possibilities for new artistic and political imaginaries within academic culture.

### B13
**Learning Commons Lab (ILC)**
2nd floor, Library (LIB)
**Link it right! DIY linking to Library Resources (Hands-On)**
- Ann Ludbrook, Kraigen Brown, Michael MacDonald, Ryerson University Library & Archives

You want to post some articles to your course from the library databases - can you under the licence? Ryerson Library’s Usage Rights Database tell you what you can upload or if you need to create a link only. We'll show you how to check the library licence. You create links to the articles for your course but a few weeks later, your students tell you those links don’t work. Now, you don’t have to worry. In this interactive and hands-on session, we will show you how to create stable links that work, even when accessed off-campus.
### Concurrent Session C Overview

**Thursday May 21, 2015**

**1:50 – 2:40 p.m.**

| C1 ENG 103 | Meet Your New LMS (Learning Management System): D2L Brightspace  
Restiani Andriati, Mirela Barbulescu, Dina Basseri, Stephanie Goetz, Jennifer Parkin, DMP/CCS, David Arromba, DMP/CCS and FCS |
| C2 ENG 106 | Clickers and Student Performance: How Well Do They Work For Students With Poorer Grades and For Students in Harder Courses?  
Scott Anderson, Allen Goss, Mike Inglis, Alan Kaplan, Laleh Samarbakhsh, Melissa Toffanin, TRSM |
| C3 KHE 125 | Active Learning in Blended Introductory Physics Course for Science Programs: NCAT Redesign  
Tetyana Antimirova, Physics  
Teaching Science Online, Does It Work?  
M. Juliana Carvalho, Physics |
| C4 KHS 251 | Learning Analytics: Understanding Online Student Interaction Networks  
Anatoliy Gruzd, TRSM, Martine Durier-Copp, Scott Comber, Derek Tay and Morven Fitzgerald, Dalhousie University |
| C5 LIB 72 | A Little Help From My Colleagues: The Importance of Online Teaching Communities  
Linda Koechli, Chang School, Ya-Yin Ko, CE- Digital Education Strategies |
| C6 RCC 201 | What Does It Take to Make Online Learning Successful? A Comparative Study between Online and In-class Learning  
Linying Dong and Franklyn Prescod, Ted Rogers School of Information Technology Management |
| C7 RCC 204 | Turn On, Tune In, Flip Out: My Experience Empowering and Engaging Millennial Students in "SSH 205: Academic Writing and Research" Through Online Lectures and In-Class Workshops  
Paul Chafe, English |
| C8 POD 358 | Ryerson Law & Business Clinic: Innovative Experiential Learning  
Pnina Alon-Shenker, TRSM/Law & Business |
| C9 POD 366 | Safe Scenery Shifting for Every-Body  
Valérie C. Kaelin, Image Arts, and Scott Martin, Theatre |
| C10 POD 370 | Zombie Metaphors and Other Strategies for Teaching Inclusive & Open-Minded Design  
James Andrew Smith, Electrical and Computer Engineering |
| C11 POD 372 | Learning Across Disciplines: Creating an Interactive Learning Object  
Kim Snow and Jennifer Martin, Child and Youth Care, Mary Sharpe, Midwifery, Esther Ignagni, Disability Studies, Tara Collins, Child and Youth Care, Rhonda Andall, Provincial Advocate for Children and Youth, Ange Samler, Defence for Children International: Canada and Gurjeet Dhillon, Child and Youth Care |
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## C1
### ENG 103
**Meet Your New LMS (Learning Management System): D2L Brightspace**
*Restiani Andriati, Mirela Barbulescu, Dina Basseri, Stephanie Goetz, Jennifer Parkin, DMP/CCS, David Arromba, DMP/CCS and FCS*

Ryerson is moving forward to replace Blackboard with D2L Brightspace. A pilot phase is being conducted between January and August 2015. Pending the successful pilot and implementation preparation, D2L Brightspace will be fully launched in the Fall 2015 term. In this session, attendees will learn about D2L Brightspace, including the exciting features, the expected challenges, and a quick demo of the LMS. Feedback from pilot participants, faculty and students, will be shared.

## C2
### ENG 106
**Clickers and Student Performance: How Well Do They Work For Students With Poorer Grades and For Students in Harder Courses?**
*Scott Anderson, Allen Goss, Mike Inglis, Alan Kaplan, Laleh Samarbakhsh, Melissa Toffanin, TRSM*

Clickers (electronic response systems) are widely used in post-secondary education. Extant research investigates whether clickers increase student performance (grades) or student engagement (participation), and in some cases, student persistence (not dropping out). The missing piece, however, is whether the impact of clickers use is different across a segmentation of students? If so, which group(s) of students benefit most? Our research answers this question in detail: We study the impact of clickers in two undergraduate finance classes at Ryerson. Consistent with recent literature, we find very little impact on overall performance in clicker vs. non-clicker environments. However, after controlling for course difficulty and student aptitude, we find that clickers have a meaningful positive impact on the performance of weaker (at-risk) students in more challenging quantitative finance courses. Our results suggest that the impact of clickers within the finance context may depend on the type of teaching environment in which they are employed.
Active Learning in Blended Introductory Physics Course for Science Programs: NCAT Redesign

Tetyana Antimirova, Physics
The introductory physics course for students in science programs (PCS120) was redesigned following NCAT guidelines. The goal of the redesign was to turn the course into an active learning blended environment, with partially flipped lectures and with a significant online component to extend learning beyond the classroom. The redesigned course was delivered in Fall 2014. The lectures are now delivered as a blend of Just-In-Time Teaching and Peer Instruction. The students are required to read the material, watch videos and complete pre-lecture assignments online ahead of class time. Instead of a formal introduction of new material that can be found in a textbook, the lecture time is shifted to discussing the concepts and difficult aspects of the material being covered. More time is allocated for peer discussions, and small groups work on examples with real-world connections. The existing online component of the course was extended to include online quizzes to monitor the completion of the assigned pre-lecture reading. With the increase of the online component of the course the role of the TA shifted from administering/grading more assignments toward more tutoring/mentoring roles. The redesigned format improved student active engagement, made students study more regularly and avoid cramming. We also observed improvement retention and successful completion rate, which were achieved without increasing the cost. The students achieve better mastery of core physics concepts included in the course syllabus. The benefits beyond studying physics content included fostering time management skills, independence, critical thinking and problem-solving.

Teaching Science Online, Does It Work?
M. Juliana Carvalho, Physics
Online learning offers flexibility not only to the student, who does not have to be bound to a given time and place, but also to the university which does not need to commit physical space for the class. Is online teaching suitable for teaching science and in particular physics, a discipline that requires a lot of math artillery and problem solving techniques? Problem solving is what makes physics a difficult science. Often, assumptions have to be made which are subtle enough to be evident to the new learner. It is my experience that many serious students are unable to solve the end of chapter problems by simply reading/understanding the textbook and thus require a lot of guidance. Can this guidance be given online? In this presentation I will report on what I have learned by redesigning a third year Physics course, following the characteristics of some of the NCAT’s (The National Center for Academic Transformation) models. The redesign consisted mainly of merging each tutorial and lab in a single session so that the two activities (hands-on and problem solving) were comprehended as complementary. Lab instructional videos were created and made available through BlackBoard. Students were expected to self-prepare for labs and lectures and participate actively in the learning process. I will discuss the difficulties encountered and the changes I plan for next Fall. In particular, making the tutorial component of the course available online through videos and self-assessment quizzes might prove to be a good model applicable to other courses.
**C4**

### KHS 251

**Learning Analytics: Understanding Online Student Interaction Networks**  
*Anatoliy Gruzd, TRSM, Martine Durier-Copp, Scott Comber, Derek Tay and Morven Fitzgerald, Dalhousie University*

Learning Analytics (LA) has significant potential to utilize data generated by online interactions among students to improve learning outcomes (Buckingham & Ferguson, 2012). This Learning Analytics project was designed to analyse online student interactions so as to better understand the social dimensions of learning and their impact upon learning processes. Discussion fora provide a social network for peer-learning and community-engaged learning, and provide a lens into interactions among learner communities within the e-classroom. The primary rationale of this study was to develop, apply and validate LA techniques to a small sample of online and blended classes taught through The Centre for Advanced Management Education (CFAME), Faculty of Management at Dalhousie University, by analyzing the networks of interaction among learners. Data from discussion fora were analysed in an attempt to establish patterns in e-learning group communications and successful learning outcomes. The researchers will present objectives, methodology, analysis and preliminary findings.

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**C5**

### LIB 72

**A Little Help From My Colleagues: The Importance of Online Teaching Communities**  
*Linda Koechli, Chang School, Ya-Yin Ko, CE- Digital Education Strategies*

In Fall 2014, The Chang School of Continuing Education started to offer a fully online professional development course for instructors called Teaching Adult Learners Online (TALO). In TALO, interactive modules introduce a range of online teaching practices, and instructors exchange experiences through discussions and web conferences. A small interdisciplinary teaching community started to form as a result. Participant feedback shows that one of the most valued aspects of the course is the opportunity for dialogue between instructors in a space that is both structured and flexible. This session demonstrates how an online teaching community space can be designed and facilitated. The Chang School develops a large number of online certificate and degree-credit courses across a range of disciplines, taught by full-time faculty, part-time faculty, and industry professionals. Instructors come with very different levels of online teaching experience, and many do not live in the GTA. In this context it is challenging to create effective and easily accessible professional development resources that support instructors’ diverse needs and expectations. In this session The Chang School Teaching Chair and staff from the Digital Education Strategies unit will share their findings from TALO, and show how instructors can benefit from one of the most effective resources for professional development: their colleagues.

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**C6**

### RCC 201

**What Does It Take to Make Online Learning Successful? A Comparative Study between Online and In-class Learning**  
*Linying Dong and Franklyn Prescod, Ted Rogers School of Information Technology Management*

As online teaching has become more and more popular, what it takes to make online learning successful has become the topic studied by many researchers. This study intends to explore key success factors contributing to effective learning of a second-year course which has a strong focus on system analysis and design. By comparing the online student sample with the in-class student sample, we have identified a unique pattern that contributes to online learning success.
**C7**

**RCC 204**

**Turn On, Tune In, Flip Out: My Experience Empowering and Engaging Millennial Students in "SSH 205: Academic Writing and Research" Through Online Lectures and In-Class Workshops**

*Paul Chafe, English*

With the support of grants from the Learning and Teaching Enhancement Fund (LTEF) and the National Center for Teaching Transformation (NCAT), I was able to conduct an experiment in flipped lecture delivery in my fall 2014 and winter 2015 sections of SSH 205: Academic Writing and Research. 319 students across twelve sections of Ryerson’s introductory writing course were provided with a library of online lectures they could access before class and as needed throughout the term. Challenging concepts were delivered through online lectures students could view again and again at their leisure. Class times became largely lecture-free and transformed into full-on writing workshops involving experiential learning exercises like peer-to-peer assessments and group work. The students gained skill retention as well as comfort and control as they applied their learning to different texts and in different situations. While the delivery, maintaining, and modifying of this flipped method was demanding on me as an instructor, it also afforded me invaluable in-class time to reiterate important techniques and demystify challenging theories. Compared to previous terms, the students of my fall 2014 and winter 2015 sections of SSH 205 displayed a greater understanding of key concepts, demonstrated a higher engagement with the course material, and produced class averages an entire letter grade higher. In this session I will discuss my experiences developing and implementing the flipped lecture, detail my research findings, assess student impact, and discuss how the hybrid classroom dovetails with current pedagogy and best practices concerning the delivery of introductory writing courses.

**C8**

**POD 358**

**Ryerson Law & Business Clinic: Innovative Experiential Learning**

*Pnina Alon-Shenker, TRSM/Law & Business*

In September 2012, we launched Ryerson Law & Business Clinic, a yearlong course for two academic credits. The Clinic offers undergraduate students the opportunity to serve real clients (entrepreneurs and small-businesses) on a variety of business-related legal matters such as forms of business organizations, sales and service contracts, employment agreements, compliance with regulation, intellectual property law and tax law issues. In the Clinic, students develop lifelong skills such as file and time management, teamwork and communication, and are supervised by faculty members and corporate lawyers. The Clinic objectives are threefold. First, the Clinic facilitates engaging and experiential learning for students which complements and reinforces their theoretical studies in other courses. Second, the Clinic allows students to reflect upon their practical work and develop critical thinking on, for example, the current state of business law and of access to justice in Canada. Finally, the Clinic provides access to free (pro bono) legal services to small businesses and entrepreneurs who cannot afford to retain a lawyer, thus promoting economic development and community involvement. While the Clinic has been considered a success by students, faculty, clients and lawyers, it constantly has to address pedagogical challenges such as striking an appropriate balance between “teaching” and “doing,” and facilitating meaningful learning outside the classroom through shared supervision and various evaluation methods. Following a brief overview of the Clinic’s operation and main objectives, the presentation will elaborate on the pedagogical challenges and the ways in which the Clinic has been working to overcome them.
C9

Safety Scenery Shifting for Every-Body

Valérie C. Kaelin, Image Arts, and Scott Martin, Theatre

The entertainment industry is notorious for its lack of gender equity whether on stage or backstage, before or behind the camera. It is also the scene of safety infractions leading to injury and fatality. Students from The School of Theatre, Production, and The School of Image Arts, Film Studies, become the workers of tomorrow’s industry. Therefore, their educators must address the consequences of ambitious production goals at the expense of equal employment and occupational safety. Leadership means making equity and safety part of that professional ambition. Further, equity and inclusion are essential to a safe work environment. Safe Scenery Shifting for Every-Body, a co-production between the two schools, in the form of an instructional video, looks at a) physical diversity and injury prevention as well as b) the Internal Responsibility System and the right to refuse unsafe work. Female and male students from both programs demonstrate ideal practices in scenery-shifting and set practice against the unsettling statistics of the workplace. Consisting of live action on the soundstage and in the scene shop, animation and statistical charts, the video is accompanied by the results of impact surveys of student respondents. The presentation should be of interest to other disciplines across FCAD and the Faculty of Arts. The project was produced with the kind support of the LTO’s Teaching about Diversity Fund, The School of Theatre, The School of Image Arts and The School of Radio and Television Arts. The presentation participants will contribute to an ongoing body of impact surveys.

C10

Zombie Metaphors and Other Strategies for Teaching Inclusive & Open-Minded Design

James Andrew Smith, Electrical and Computer Engineering

Design education plays an important role in Engineering and Architectural Sciences at Ryerson University. Unfortunately, personal biases and entrenched extrovert-oriented design methodologies often lead to sub-optimal teaching of design and execution of design-oriented student group projects. In this session we will use the “Design Thinking” framework to discuss methods for teaching students how to generate and evaluate ideas for design without descending into the judgment and conflict that plagues traditional brainstorming-centric design methods. Based on a similar approach used in a graduate course in Human-Computer Interaction, we will break out into small groups and investigate inclusive designs using a pop-culture zombie metaphor as a proxy for minority or marginalized groups. Finally, participants are expected to take away methods for judgment deferral in order to maximize idea-generation and inclusion among their students in design-oriented courses.
**C11**

**POD 372 Learning Across Disciplines: Creating an Interactive Learning Object**

*Kim Snow and Jennifer Martin, Child and Youth Care, Mary Sharpe, Midwifery, Esther Ignagni, Disability Studies, Tara Collins, Child and Youth Care, Rhonda Andall, Provincial Advocate for Children and Youth, Ange Samler, Defence for Children International: Canada and Gurjeet Dhillon, Child and Youth Care.*

The project makes use of recognized approaches for prompting critical thinking and problem solving and builds a web-based student-centered environment for learning about children’s rights. The team brings together faculty from three schools, Child and Youth Care, Disability Studies, and Midwifery, to create a case scenario that challenges students’ thinking about emerging practice concerns. The team also included community representatives from the Office of the Provincial Advocate for Children and Youth and Defense for Children International: Canada. This web-based, interactive simulation allows students to explore and make choices and decisions in a complex case-based scenario that raises tension between rights and duties. This project uses a mixed-method survey methodology to evaluate the effectiveness and learning experiences of students who have experienced the web-based simulation. The presentation will describe and demonstrate aspects of this learning object and discuss the development process of as well as lessons learned from interdisciplinary collaboration.

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**C12**

**POD 484 Technology Matters: Teaching Tomorrow’s Humanities Today**

*Diana Cucuz, OVPRI/History/Chang School*

This session will discuss the innovative and interactive technologies that Ryerson and other universities are undertaking in the humanities in order to make the field more appealing and dynamic for student’s entering post secondary institutions. Traditionally, the humanities has been seen as a field lagging behind in its approach to incorporating innovation and technology into teaching. "Technology Matters" discusses an approach to teaching in the Humanities, with a particular focus on history and its connection to events today, that places emphasis on the importance of using modern practices and techniques in order to appeal to a diverse group of students, make learning fun, as well as give them the practical assets that are needed to succeed in the "real world."

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**C13**

**KHW 377 Google Drive: Interactive Strategies Engaging Learners in Tomorrow’s Classroom**

*Diana Brown, Graphic Communications Management*

It is no secret that the number of students bringing technology into the classroom (smartphones, tablets, and laptops) is on the rise. Instead of fighting the use of this technology, perhaps there are ways to embrace it. As they say: “If you can’t beat ‘em, join ‘em!” This interactive presentation will showcase the unique possibilities for increased student engagement by incorporating Google Drive into the classroom. Google Drive contains a powerful arsenal of online tools freely available to all Ryerson students, staff, and faculty, making it an ideal platform to share ideas. Students and faculty can leverage these online tools on their internet-enabled devices to increase participation during lectures and lab work, including collaborative activities that happen in real-time. Specifically, ideas for using Google Docs, Google Spreadsheet, and Google Forms in the classroom will be explored through hands-on demonstrations. Faculty will leave with practical activities for incorporating Google Drive into their classrooms. By the end of this session, participants will be able to: understand the benefits and possibilities that exist by incorporating Google Drive technology in the classroom, use three Google Drive platforms (Docs, Spreadsheets, and Forms) for increased engagement in a large lecture hall setting, incorporate practical and proven activities that use Google Drive into the classroom, and understand the limitations that exist with this technology.
### Concurrent Session D Overview

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D1

Not Your Everyday Classroom – A Glimpse into the Life and Learning of a Ryerson Law Practice Program (LPP) Candidate

Maureen Glynn, CE-Digital Education Strategies, Gina Alexandris, Law Practice Program (LPP), Katherine Turner and Brenda Massey-Beauregard, Interpersonal Skills Teaching Centre (ISTC)

From early morning emails with last minute requests from a Senior Law Partner, to urgent voice messages from “clients,” the experiences and assignments undertaken by Ryerson LPP candidates represent a novel and progressive approach to teaching and learning. Embedded in a simulated work environment, the four month training component of the LPP is the result of collaboration between a host of players inside and outside the university. In this presentation, representatives of Ryerson’s LPP team, the Interpersonal Skills Teaching Centre (ISTC) and The Chang School’s Digital Education Strategies unit (DES) will demonstrate elements of this unique training program by touring you through the demands of a typical day in the life of an LPP candidate. The session will highlight how elements of community involvement, blended modes of delivery, and highly experiential learning strategies resulted in extremely promising results for the inaugural offering of the LPP. You will come away from the presentation with a fresh perspective on student engagement and the potential to prepare students for professional practice.

D2

Experiential Learning: A Tool to Enhance Students’ Learning and Perception of Their Future Career

Medhat Shehata and Lamya Amleh, Civil Engineering, Donatus Oguamanam, Mechanical Engineering, Yasser Dahman, Chemical Engineering, Seyed Hashemi, Aerospace Engineering and Andy Ye, Electrical Engineering

This presentation demonstrates the importance of experiential learning as a teaching tool that can be applicable to all programs and disciplines. The definition and concept of experiential learning as covered in literature will be introduced and linked to case studies presented by the speakers. The presenters are the members of the Teaching Committee of the Faculty of Engineering and Architectural Science. They will showcase studies of experiential learning including: (a) different types of student competitions and how they promote student engagement and the development of leadership skills. The importance of choosing a variety of competitions that match students’ needs and background will be discussed; (b) the use of virtual labs and how they provide students at their early stage of education with opportunities to work with students from other disciplines on real projects to enhance their technical and leadership skills; (c) the implementation of capstone projects and how they prepare students to work in a real-life environment and apply theories to an actual work challenge; and (d) incorporating real workplace issues in the curriculum and how the utilization of this tool helps in conveying course objectives in an applied way. Covering workplace matters can shed light on issues that complement the curriculum such as social implications and safety. Feedback from students will be presented and proposed future directions pertaining to implementation of different types of experiential learning will be discussed. The speakers will engage the audience through asking short questions during the presentation and having a short open discussion at the end of the presentation.
KHE 125
Integrating Experiential Learning Into Lecture Courses: Reflections and Lessons Learned from a Project Management Course

Jenn McArthur, Architectural Science

The fourth year course "PMT822 - Procurement and Construction Management" is both a core Project Management option course and an elective for both Architecture and Building Science specialization students. To more broadly engage this diverse group of students with the material, this course was revised for the W2015 term to integrate an "inside out" pedagogy and foster more experiential learning. These included regular walk-by visits to a construction site near Ryerson University (to observe progress and apply course material through discussions of this site), the use of virtual term project that was followed through all stages of the project with the class role-playing various project participants and stakeholders, panel discussions with industry speakers guided by student-developed questions, and a research paper investigating and evaluating current political and media responses to Public - Private - Partnership (P3) projects in Ontario. This presentation will provide an overview of the methodology used to restructure the course, the outcomes of the activities used in the course and the results of student evaluation of these activities. In keeping with the conference themes, the attendees will engage with this material using modified versions of two of the activities used in the course to explore the potential application of these activities within other course types. Expected Outcomes: Insight into how experiential learning can be used to frame a lecture course, experience developing an experiential learning activity, and application of lessons learned from the PMT822 course to courses in other departments.

KHE 251
It's All Fun and Games Until the Discussion Turns Serious: Using a Game Approach to Engage Individuals in Difficult Dialogues About Privilege and Oppression.

Kosha Bramesfeld and Arla Good, Psychology

Individuals need the opportunity to engage in difficult dialogues about privilege and oppression in order to unlearn attitudes, cognitions, and behaviors that contribute to social inequality (McIntosh, 2012; Niehuis, 2005; Platt, 2013; Watt, 2007). Simulation games can offer an outlet for engaging people in these discussions (Bramesfeld & Good, 2015; Dorn, 1989; Kolb, 1984), as they allow individuals to externalize the exploration of these issues in a safe environment, prior to internalizing the application of these issues to their own lives (Patrick & Connolly, 2013). In this session, participants will have the opportunity to play parts of a simulation role playing game, The Game of Social Life, designed to engage individuals in discussions of privilege and oppression. Participants will also have the opportunity to engage in an open discussion about the benefits (and challenges) of using a game approach for facilitating the discussion of sensitive topics. As part of this interactive session, I will briefly discuss the steps that I took to develop and assess The Game of Social Life using an action research approach with qualitative and quantitative indicators. These assessments were supported by a 2014-2015 grant from the Teaching about Diversity Fund, provided through Ryerson’s Learning and Teaching Office. I will also provide links to published resource materials for those wishing to use The Game of Social Life in their own courses.
D5
Doing Flips for Research Skills: The Benefits of Flipping Research Instruction for Faculty, Students and Librarians.
Kelly Dermody, Val Lem, Jay Wolofsky and Jennifer Thomas, Ryerson University Library & Archives

Starting in Fall 2014, RULA started to flip its library instruction thanks to a generous grant from the Learning and Teaching Enhancement Fund. We created online modules on important research skills such as keyword strategies and identifying popular versus scholarly sources and created hands-on activities for our in-class component. Two classes in particular were flipped, SSH205, a mandatory first year course for all social sciences and humanities majors with over 500 students per semester and PC8102 Library Research Colloquium in the Masters of Professional Communication program with 22 students. We also had the good fortune to involve our Australian exchange librarian from Queensland University of Technology in flipping SSH205’s library instruction. Come hear how flipping library instruction can benefit faculty, students and librarians. We will outline the positive change we experienced in our instruction, the hands-on activities we used, the issues that we hope to tackle next year, and the comparisons between Australian and Canadian flipping experiences.

D6
Online Quizzes, Perfect Scores, and Competency-Based Learning
Chris MacDonald, Law & Business

In this presentation, I present a case-study in a modified form of competency-based learning. Competency-based learning typically involves testing students on specific, discrete skills that they must master before proceeding to the next unit of learning. It is intended, in part, as a solution to a well-known problem, namely that students who receive even a “good” grade of 70% in a course might in principle have no knowledge whatsoever of the other 30% of the material taught. This in part reflects that fact that, in standard courses, students who fail to master Week 1 material are moved to Week 2’s material, regardless. Competency-based learning “forces” students to learn one skill before progressing to the next. I recently used a modified form of competency-based learning in my large Business Decision Making course, a course designed to teach business students the fundamental skills of critical thinking. In this course, assessment included a series of weekly online skill-testing quizzes. Students were incentivized to repeat each quiz until a perfect score was achieved. Perfecting three online skill-testing quizzes in a row prepared students for one of several in-class tests in which skills were applied to practical problems. In this presentation, I explain this novel model, reflect on its strengths and weaknesses, provide a preliminary evaluation of its success, and discuss student reactions.

D7
Generating a Personalized Student Experience with Free Online Tools
Vince Cifani and Marybeth Burriss, CE-Digital Education Strategies, and Vincent Hui, Architectural Science

Tired of shiny software demos from shady salespeople? We’ve scoured the Internet for the best free tools that will equip you with the basics you need to move your online classroom into tomorrow’s landscape. Continuous research is showing that online course content has moved beyond just reading text. In order to reach tomorrow’s students, we need to incorporate rich and meaningful media. During this session, we’ll show you some easy-to-use and practical online tools that will help to enhance student learning and save you extensive amounts of time. This overview will include but is not limited to screen and video capture. By the end of the session you will be able to: generate a personalized learning experience for students in minutes, create content using free tools that can be reused every term, and apply practical takeaways and media knowledge to enhance your online classroom. Additionally, a faculty member from the Department of Architectural Science will share insights and experiences with utilizing screen capturing tools. These precedents will showcase how these tools can be used as effective means for remediation and helping students understand challenging concepts and topics.
**D8**

**POD 358**

*Supportive Classrooms: Promoting Student and Faculty Mental Well-Being*

*Su-Ting Teo, Student Health and Wellness, Myra Lefkowitz, Human Resources, and Gaya Arasaratnam, Student Health and Wellness*

In 2014, Ryerson's Provost and VP Administration & Finance endorsed a campus-wide Statement of Commitment to Mental Well-Being. The Statement is a bold indicator of Ryerson's leadership and dedication to building a campus that cares for the "whole person." Notably, it states: "Ryerson is committed to the success of all its community members by creating an environment that is supportive of mental well-being. This includes an on-going dedication to creating and sustaining a supportive campus culture and institutional ethos without stigmatization and discrimination, with regard to mental well-being." This workshop offers practical tips on how faculty can build supportive, engaged classrooms of students by applying mental wellbeing principles to their teaching approaches and curriculum. It also discusses tips on faculty self-care because a truly supportive classroom is one that supports both the student and their teaching faculty.

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**D9**

**POD 366**

*Dialogue, Diversity, and the Significance of Lived Experience: Learning from the Inside Out Prison Exchange Program*

*Kym Maclaren, Philosophy*

The Inside Out Prison Exchange Program brings together university students with incarcerated people for a university level course held within the prison. Students work as peers, engaging in collaborative inquiry through dialogue and circle-work. Inside Out courses are taught in many different disciplines, and with seemingly excellent results, including greater civic engagement, greater responsibility taken for one’s own education, and the dissolution of many social prejudices. In this session, I will (a) introduce some of the pedagogical techniques used in Inside Out courses to promote productive dialogue amongst students from diverse backgrounds, and (b) facilitate a discussion about the role of lived experience in education. We will consider the virtues and drawbacks of, on the one hand, students sharing their own lived experiences, and, on the other hand, the lived experience of engaging in dialogue. In this way, I hope this session will accomplish a number of goals: (1) to introduce interested faculty to the Inside Out (and Walls to Bridges) program at Ryerson; (2) to enable further thinking about how diversity amongst students can be a virtue for education; (3) to reflect on the role of lived experience in the classroom; (4) to make a case for a broadened sense of the relevant outcomes in a classroom.

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**D10**

**POD 370**

*Thinking About Disability From a Social Lens*

*Mandy Sandhu, Academic Accommodation Support (AAS)*

A dynamic deconstruction of the lens from which we see, perceive and think about disability. This session will utilize Elias’ Personal Pronoun model and concept of figuration as a framework to discuss how preconceived notions and hierarchical positioning impacts our (students, faculty and AAS) decision making process when negotiating accommodations for students with disabilities.
POD 372

Learning Through Social Enterprise: Student Driven Learning

Marcia Moshe, Psychology, Alex Gill, Politics & Public Administration, Monica Jako, Arts and Kelly McShane, Psychology

The SocialVentures Zone is an important part of Ryerson’s zone learning network. It is an incubator for the next generation of changemakers, enabling ideas to accelerate to action creating viable social change. It ignites the entrepreneurial spirit in students and alumni. Additional campus incubators are focused on unique theme areas such as digital media, design fabrication and fashion. What’s unique about the SocialVentures zone is how it transcends one theme area allowing participants to engage in a variety of themes related to the millennium development goals. Participants in the SocialVentures Zone come from disciplines as diverse as the humanities and social sciences, business, science and fashion. Within a co-working space, every participant and project has access to one-on-one coaching with a social innovator who is a recognized community leader, faculty mentors, start-up funding, peer-to-peer engagement, and curricular modules that advance social enterprises. The presentation will highlight Ryerson’s zone learning priority, the social innovation ecosystem, our challenge building a zone, what the zone offers through CEDZ100, sample projects from our first year, and our lessons learned.

POD 484

Faculty-Student Team Teaching – Collaborative Learning

Enza Gucciardi, Stephanie Lok Yiu Mo and Calvin Mach, Nutrition

In response to the rising faculty and student ratios in universities across North America, team teaching with students has been introduced to address large class sizes and lower quality learning. This new paradigm proposes benefits to the instructor, student educators, and students, and attempts to develop a more student-centered approach to learning. The objective of this research was to gauge students’ satisfaction, learning outcomes, and experiences with a student-faculty team teaching model. This model was implemented in a 3rd year research methods/project course over two consecutive years (Fall 2013-14). Three student educators were co-teaching with a faculty each year. Course materials were reviewed with students and responsibilities (marking, lecturing and administrative duties) were collaboratively agreed upon prior to the start of the semester. Weekly debriefing meetings were held. Student educators received a pedagogical placement credit. Student educators submitted bi-weekly journals and participated in an end-of-term focus group to gain insights into their experience. A questionnaire consisting of closed and open-ended questions on students’ satisfaction and learning experiences was administered. All the data were analyzed to address the project objectives. The majority of students stated that student educators assisted them in gaining a deeper understanding of the course materials, increased their ability to apply course concepts, and provided a supportive learning environment. Student educator themes that emerged were: initial uncertainties of being a student educator; gaining new perspective and skills; benefits of having a supportive team; challenges of the dual roles of a student educator and a peer. Recommendations for further implementation of such a model are discussed.
Special Session on Zone Learning

Panel:
Randy Boyagoda, Director, Zone Learning
Christopher Evans, Vice Provost Academic
Charles Falzone, Chair, RTA School of Media
Paul Stenton, Vice Provost University Planning

Moderator:
Mohamed Lachemi, Provost & Vice President Academic
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| **P2** | Academia Meets Industry: A Case Study of the Musical Production of "The Last Five Years"  
*Pavlo Bosyy, Theatre* |
| **P3** | Outcomes, Damn Outcomes, and Intended Learning Outcomes  
*Paola Borin and Katherine Penny, Office of the Vice Provost Academic.* |
| **P4** | Mindfulness Practice as a Strategy in Teaching-Learning of University Students  
*Jasna Schwind, Elizabeth McCoy, Heather Beanlands, Lori Schindel Martin, and Shara Ally, Daphne Cockwell School of Nursing, Jennifer Martin, School of Child and Youth, Marni Binder, Early Childhood Studies* |
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*Sharon Wong, Nutrition* |
| **P12** | E-Reserves Evolution  
*Ann Ludbrook, Ryerson University Library & Archives* |
| **P13** | Open Educational Resources: Teaching Using the 4rs (Reuse, Revise, Remix, Redistribute)  
*Michelle Schwartz, Learning and Teaching Office, and Ann Ludbrook, Ryerson University Library & Archives* |
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P1  Implementation of Best Practices to Encourage Student Engagement in Non-Major Biology Course

*Nagina Parmar, Chemistry and Biology*

Instructors can encourage student engagement by incorporating best practices in teaching. These practices range from course surveys, student feedback, in-class activities, and incorporating media and technology in the design of lectures. It can be a challenge for instructors to engage non-majors in biology courses. The most common distraction for students is technology—even though they are in the classroom to learn, they still like to be connected to the outside world. The objective of this two-semester study was to combat these distractions and enhance the active participation of non-major students in the biology classroom. The implementation of best practices was initiated before the start of the course and their effectiveness was determined by sending introductory course survey questionnaires, mid-course evaluations and term ending course questionnaires for final feedback. Mindfulness exercises became a special addition after the instructor had an opportunity to attend mindfulness and student engagement workshops. The data from the questionnaires and student feedback clearly showed that student outreach, a passionate and caring instructor and involvement in course design had a huge impact on student learning and engagement. Adding a 15-30 second mindfulness exercises made students feel at home and relaxed before the learning began. As John Clark says, "a good teacher, like a good entertainer first must hold his audience’s attention and then he can teach his lesson."

P2  Academia Meets Industry: A Case Study of the Musical Production of "The Last Five Years"

*Pavlo Bosyy, Theatre*

The poster will present the thesis work of Carl Pucl, the 4th-year student in the Ryerson Theatre School. Carl created a professional-type theatre company for the purpose of producing a show. He organized a fund-raising campaign, which resulted in a budget that met industry standards, and directed and produced "The Last Five Years," a musical by Jason Robert Brown. In this production, the young talents from Ryerson Theatre School worked together with seasoned professional designers and musicians in a setting typical for commercial theatre. The poster will feature the production’s description, photos and the model of the set. The presenter served as the production’s set designer and will share his the first-hand experience.
P3  Outcomes, Damn Outcomes, and Intended Learning Outcomes  
*Paola Borin and Katherine Penny, Office of the Vice Provost Academic.*
This poster provides clarity and valuable information about learning outcomes – as found on course syllabi, and as addressed by all degrees at least every eight years as part of the program review process. It will illustrate the development of learning outcomes supporting course design and program review. Helpful handouts will be provided. As a final assessment in keeping with the subject, attendees may wish to test their learning outcome acumen by taking the Learning Outcome Challenge. Ontario-wide policy changes in 2010 shifted the focus of program reviews from compilation of data to analysis of the programs and program data (OUCQA, 2015). This has resulted in hundreds of degree programs across Ontario reviewing, refining, and renewing the intended learning outcomes for each program. Further, with departments and schools, courses are being examined for alignment with forms of instruction and assessment. The Undergraduate and Graduate level Degree Level Expectations (DLEs) are becoming increasingly recognized and incorporated into existing programs (COU, 2005). This reflects the continuing international trend of the last fifteen years seen in national and international quality assurance bodies governing developments such as the Bologna Process (Harvey, 2006) as well as accrediting bodies across many professions. After viewing the poster, participants should be able to: distinguish objectives from learning outcomes, distinguish between course-level and program-level learning outcomes, test their learning outcome skills with the Learning Outcomes Challenge, and receive useful information for designing course or program level outcomes.

P4  Mindfulness Practice as a Strategy in Teaching-Learning of University Students  
*Jasna Schwind, Elizabeth McCay, Heather Beanlands, Lori Schindel Martin, and Shara Ally, Daphne Cockwell School of Nursing, Jennifer Martin, School of Child and Youth, Marni Binder, Early Childhood Studies*  
Increasingly, university students are experiencing stress and anxiety, such that it impedes their academic success and personal well-being. One possible approach to address this phenomenon is mindfulness practice: present-moment awareness, accessed through the senses, for the purpose of cultivating equanimity and inner peace. Mindfulness Meditation (MM) and Loving Kindness Meditation (LKM) are two aspects of mindfulness practice that have the potential to decrease the feelings of anxiety and stress, and increase students’ ability for compassion for self and others. This mixed-method pilot study, using pre and post-tests and focus group interviews, examines how graduate and undergraduate students experience the effectiveness of mindfulness practice on their academic and personal well-being. Participants are part of the classes where the professor began and ended each week’s class with a brief mindfulness practice (MM and LKM). Those who chose to take part in our study were asked to engage in 10 minute practice (MM) at least five days of the week. As the winter semester cohort of participants completes its study measures and focus group interviews, the preliminary findings are being analyzed and will be presented in this poster. Mindfulness practice supports Ryerson’s pursuit of teaching-learning excellence by applying innovative strategies in education that are cost-effective and transferable throughout the whole university, and beyond to students’ personal and professional communities. This poster will introduce its audience to a creative teaching-learning approach that can support students’ well-being.
P5  

**Course Redesign Using the 'Replacement Model'**  
*Thomas Tenkate, Occupational & Public Health*  

Through an MTCU funded NCAT Course Redesign project, a second year course OHS319 - Health Effects of Radiation, was redesigned using the 'Replacement Model' of delivery/design. Initially this course was delivered weekly as a two hour lecture and a one hour tutorial (with four sections). Using the 'replacement model', the course was redesigned into six modules. Each module consisted of: one face-to-face lecture (that was recorded), one online lecture, an online quiz, face-to-face tutorial activities, and online readings. To enhance the ability of students to connect remotely, one assessment item that was initially a group presentation was converted into a group 'wiki' development. This approach provided students with enhanced flexibility (through only having to attend campus for half of the lectures) and greater access to online materials/activities. Retaining weekly tutorials but refocusing these on greater discussion and activities helped to reinforce the lecture content and provided improved skill development. The online quizzes provided immediate feedback and helped to reinforce content and identify gaps in knowledge that could be addressed in class. A pre-post student survey of expectations/experiences showed favorability for this approach improving from 62% to 87%. Further, students appreciated the flexibility that the approach brought, particularly for part-time work and commuting. However, some students reported feeling disconnected and others felt that if they got behind, it was difficult to catch-up. Overall, the 'replacement model' provided a range of benefits over the traditional weekly lecture format, however, the decreased class time may lead some students to feel more isolated.

P6  

"Let's Socrative!" - Making Lectures Fun and Interactive  
*Bolor Narankhuu, Chang School, Economics*  

This poster will present ideas on how to engage and assess students and generate reports on student performances using the Socrative online platform. Socrative has become very popular not only in secondary schools in North America but also in colleges and universities. It allows educators to initiate formative assessments through multiple-choice and true/false quizzes, quick question polls, exit tickets, and even team competition (space races). In addition to sharing how to use Socrative and its key features and advantages over other online portals, the presenter will share his own experience of using it and how to use it more effectively.

P7  

**The Digital Media Experience Lab In and Out of the Classroom**  
*Sally Wilson, Namir Ahmed, and Fangmin Wang, Ryerson University Library & Archives*  

The Ryerson University Library & Archives’ Digital Media Experience (DME) Lab is one of many exciting initiatives/spaces in the newly opened Student Learning Centre. This poster will illustrate how the DME lab is encouraging students to learn basic and advanced technology skill-sets by exposing them to new and emerging technologies and how faculty members are exploring ways of integrating the lab’s resources into their courses. The DME Lab aims to support curricular and extracurricular student learning through hands-on workshops, peer tutoring and one-on-one instruction. Currently, the DME Lab provides students access to high-end multimedia workstations, design software such as the Autodesk suite, 3D printers, Oculus Rift Virtual Reality Headsets, Leap Motion Controller, Microsoft Kinect, and physical computing hardware such as MaKey-MaKeys, Arduinos, etc. Since opening in late February, the DME has generated tremendous interest among both students and faculty members. The Lab has become a collaborative learning environment where students, faculty and staff alike can learn and explore the technology around us. Learn how the Digital Media Experience Lab can help you develop curriculum for the classroom of tomorrow.
P8  

**A Web-Based Organic Chemistry Exploration Environment**  
Vitaliy Batusov and Mikhail Soutchanski, Computer Science, and Andrew McWilliams, Chemistry and Biology  
The goal of this project is developing a web-based online educational tool for students taking courses in Organic Chemistry. The objective is to improve their understanding of organic chemistry reactions and synthesis problems by providing an interactive web accessible environment. The educational focus of the proposed tool is on learning about chemical reactions by solving automatically and randomly generated multiple-choice problems related to completing missing parts of the reactions. The three kinds of quizzes are envisaged: (1) providing missing reactants in a given reaction with known products, (2) completing missing products of a given reaction with given reactants, and (3) identifying the type of reaction given the reactants and the products. These questions and the related synthesis problems are central to the chemistry curriculum and often appear as questions in the tests and as exercises in the textbooks. The main novelty and distinguishing feature of this online tool is in automatic generation of questions based upon generic reactions, providing students and instructors with access to a potentially infinite variety of practice problems and quiz questions. The tool includes a graphical front-end presented as a web page, and a back-end computer program verifying the answers, calculating the scores, and keeping a history of interaction with a student. The online tool includes basic functionality facilitating selection of implemented reactions so that the tool can be adapted to the needs of each course instructor who adopts this tool. This poster will outline the challenges encountered, insights uncovered and the importance of interdepartmental collaboration in the ongoing development of the web interface.

P9  

**The Portage Experience: Then & Now, Trees & Transition**  
Deena Shaffer, Academic Accommodation Support, and John Hannah, Student Learning Support  
In 2008, the first group went out on Ryerson’s Portage Program: five days in Algonquin Park. The project won the Faculty Conference’s Poster Presentation that year. Six trips later, and residing with Academic Accommodation Support as part of our summer transition lineup, the Portage Program is more robust than ever. We’d like to capture and share our learnings from the trip, students' own experiences, academic underpinnings, changes since that initial voyage, and plans going forward. We believe that nature-based/wilderness experiential programming offers the richest opportunities for orientation, true readiness for first year academic studies, and lifelong confidence and resilience.
P10

**Developing Synergistic Undergraduate Laboratories for Enhanced Student Learning and Research Output**

*Muhammad Yousaf, Chemistry and Biology*

Most traditional undergraduate laboratories focus on reactions to develop basic laboratory techniques using well-studied organic reactions; the products of these reactions are seldom studied further and are discarded. As a result, important structure-property relationships are omitted from practical undergraduate curricula, and products from these labs do not have inherent value outside of technical training. Owing to the expense of basic research, the development of modern synthetic chemistry laboratories that develop important precursors and building blocks represents a synergistic opportunity for research and undergraduate education. This has led to the development of a new senior undergraduate laboratory that focuses on the development and study of new BODIPY (4,4’-difluoro-4-bora-3a,4a-diaza-s-indacene) compounds. BODIPY dyes have garnered considerable attention owing to their highly desirable properties, such as strong absorption, fluorescence quantum yields, and good chemical and photo-stability, and as such have found application in bio-imaging, ion-sensing and next-generation photovoltaics. Following the synthesis, important structure-property relationships are elucidated using physicochemical characterization (UV-Vis, electrochemical properties, theoretical calculations, etc.) of these novel materials. Furthermore students are encouraged to write an article on their work which gives them experience in scientific writing and helps them in pursuing their career as a scientist.

P11

**Course Redesign of FNN111 Nutrition for Nursing Practice**

*Sharon Wong, Nutrition*

FNN111 Nutrition for Nursing Practice has been taught in previous offerings using a traditional classroom lecture format. This project aimed to redesign the FNN111 course (Ryerson School of Nursing section) to a hybrid – partially online, partially classroom – format. Support from this project was received from Ryerson’s Productivity and Innovation Fund. FNN111 is a first year introduction to nutrition course for students in the School of Nursing. The course presents nutrition principles for promoting health and optimal nutritional status, and reducing risk of chronic disease. Topics covered include the basics of nutrition, macro- and micronutrients, and nutrition assessment using a lifespan framework. The course curriculum was reviewed to determine how best to deliver the content online. Existing online learning resources, software, and other tools for enhancing online learning and engagement, such as videos and online assessment (student progress tracking), were explored. Relevant expertise from various supports (eg Ryerson’s Digital Media Projects Office) was sought. Key outcomes of the course redesign project were student success (pass/fail rates) and engagement. A variety of interactive online learning activities were provided to students to enhance engagement and learning success. For example, students engaged in weekly self-assessment of course content, which provided them with immediate automated online feedback. 99.5% of students (188 of 189) successfully passed the course. The majority of students showed consistent engagement through participation in online learning activities. A future goal is to explore the possibility of moving this course to a fully online model.

P12

**E-Reserves Evolution**

*Ann Ludbrook, Ryerson University Library & Archives*

One Stop Course Reading E-Reserve Service has grown exponentially since 2012 to become one of the largest E-Reserves services in Canada. Learn what the service can do for you and your students. Find out the number of readings, what we make available, and other cool statistics.
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| P13 | Open Educational Resources: Teaching Using the 4rs (Reuse, Revise, Remix, Redistribute)  
Michelle Schwartz, Learning and Teaching Office, and Ann Ludbrook, Ryerson University Library & Archives  
| Open educational resources (OER) are "teaching, learning or research materials that are in the public domain or released with an intellectual property license that allows for free use, adaptation, and distribution" (UNESCO). This poster will provide an introduction to open educational resources, where you can find them, how they can be used in your courses, and what benefits they can offer to both you and your students. From interactive media to case studies or textbooks, the variety of resources freely available for use in your classroom has grown exponentially in the last few years. Learn how to use these resources to your advantage! |

| P14 | Tomorrow's Teaching and Learning  
Dalia Hanna, Amira Rezkalla, Michelle Schwartz, Tunu Sodhi, John Paul Foxe, Eric Kam and Francine Kalogris, Learning and Teaching Office  
The mission of the Learning and Teaching Office is to provide professional development in teaching for faculty at all stages of their careers. To achieve this, the LTO provides services and programs that are focused on improving student learning, addressing diversity through appropriate teaching methods, engaging faculty in interdisciplinary experiences, and strengthening the connection between teaching and research. This poster lists the various services and programs offered through the LTO in support of our mission. You will learn about our teaching grants, teaching assessment programs, online resources, support for e-teaching and learning, our English language program and much more. |

| P15 | Small Data and Small Technology Related Changes to Impact Tomorrow's Classroom in a Big Way: Pre-Evaluation Practice and Post-Evaluation Reflections to Enhance Student Learning and Engagement  
Bill Ju, Chang School, Andrew Namisivayam, Jaclin Simonetta, Chuqi Sandy Wang, Justin Huang, Sammy Cai, Catherine Matolcsy, Alex Jacob and Ashkan Salehi, University of Toronto  
A recent National Survey of Student Experience (NSSE) indicated that classroom engagement ranks very highly for students in higher education. In this context, we set out to transform the learning experience for a 3rd year undergraduate biology class by increasing accessibility through technology as well as creating "small data". In this context, "small data" involved participation marks that were assigned for completing assignments specifically designed to provide feedback prior to writing similar short answer questions on a test, as well as asking students to participate in a post-exam reflective written piece. Combined with technology, these small data points that were individualized for each student provided meaningful forms of feedback and higher levels of course engagement. In addition, student survey data on how technology enhanced content delivery and immediate feedback on assignments allow for a sense of community, collegiality and inclusion within the classroom will be presented to highlight how small changes can lead to a big impact on student learning and engagement. |

| P16 | Get to Know Your New LMS (Learning Management System): D2L Brightspace  
Restiani Andriati, Mirela Barbulescu, Dina Basseri, Stephanie Goetz and Jennifer Parkin, DMP/CCS and David Arromba, DMP/CCS and FCS  
This poster is for those who want to get to know D2L Brightspace better and have attended the concurrent session, as well as for those who are unable to attend the concurrent session on D2L Brightspace. In this presentation, the DMP team will be available to answer questions and provide information in electronic and hard-copy formats about D2L Brightspace. Two laptops will be set up at the table to allow those who’d like to click through and get the feel of D2L Brightspace. |
**P17**

**Active Learning in a Computer Science Course -- Flipped Classroom**

*Eric R. Harley, Computer Science*

Students in a computer science course were given a “wizard” tutoring system which provides interactive problem-solving activities (programming questions, multiple choice questions, short-answer questions). The wizard gives immediate feedback regarding correctness of answers and the option to see the correct answer along with an explanation. The wizard draws randomly from a huge pool of questions on each topic. Marking is automatic with immediate feedback, so the student knows how he or she did on each question and the total score at the end of the test. We improved on the assessment aspect of the wizard and developed the tutorial aspect. Teaching was done in a “flipped-classroom” mode, where we met in the lab for brief instruction followed by work on problems. The students were expected to read the text before the lecture/lab meetings and practice with the wizard in tutorial mode. During the lecture problem sessions, the professor would walk around the lab and help students individually. During the weekly two-hour lab periods the students used the wizard in quiz mode, where the answers are not available. The students could try the same quiz more than once, since the questions are randomly drawn from a large pool and bound to be different each time. Only the highest score for any particular quiz counted. The students could advance through the quizzes at their own rate. In this poster, results will be presented, indicating that this approach holds promise, but it also requires small class size. This research was supported through an NCAT grant.

**P18**

**Experiential Learning in Interdisciplinary Contexts: Harnessing the Power of Conflict Dialogue**

*Christina Parker, Interdisciplinary Studies, Chang School, FCS*

This poster will illustrate how conflict management and diversity in multi-disciplinary school and workplace contexts influence students’ and practitioners’ practices, beliefs, and needs in handling conflict, including facilitation of client/patient learning and dialogue on conflictual issues. Workplace conflict is a significant issue for community service professionals. As more professions work toward developing interdisciplinary teams and culturally responsive practices, the potential for the escalation of conflict may increase, as different professional value systems and conflict management strategies converge. However, even though they are often expected to respond proficiently to conflicts, many community service professionals may not have had sufficient training in policies, practices, and structures that can provide alternative and transformative approaches to conflict management in diverse contexts. This poster presents results of an exploratory study with interdisciplinary community service students and professionals who participated in a conflict resolution course at Ryerson University. The findings show that most of these community service-related professionals dealt with conflict on a daily basis, much of which was escalated by cultural conflict, lack of professional resources and development, and limited training in transformative peacebuilding practices. Most participants found that cultural diversity and gender influenced how they responded to conflicts in their various settings. The findings have important implications for how issues of culture and diversity are addressed and included in conflict resolution training programs, and highlight the importance of experiential learning in interdisciplinary contexts.

**P19**

**Graduate Experiential Learning in Early Childhood Studies: Building an Online Community of Practice**

*Sejal Patel, Early Childhood Studies*

Through opportunities for experiential learning, the use of web logging (blogging) to create an online community of practice, and seminar discussions, the newly developed elective Internship in Early Childhood Studies course offers graduate students opportunities to strengthen their understanding of early childhood policy, service delivery and/or advocacy. This presentation will share lessons learned in supporting pre-employment skill building opportunities for graduate students.
P20  The Gamification of Two Undergraduate Multimedia and Social Media Courses

Rob Bajko and Jaigris Hodson, Professional Communication, and Deborah Fels, Ted Rogers School of Management

Gamification of learning environments is the application of game mechanics to non-game activities. This poster presents the gamification of ITM 445 (Multimedia in Business) and CMN 450 (Participatory Media and Communication) to increase student interest and engagement in classroom material and exercises. Both courses will employ similar game elements in the course including progress mechanics (students will earn experience points and badges as they complete weekly exercises), leaderboards (student groups will be ranked within the class), collaboration with fellow students (students will work in teams to complete increasingly challenging tasks). A leaderboard widget and/or an experience calculator will also be created for Ryerson’s new Learning Management System.

P21  Adopting a Systems Approach to Resource Allocation: Two Chemistry Laboratory Courses

Stephen Wylie and Sharonna Greenberg, Chemistry and Biology

Inorganic Chemistry I and II (CHY 344, CHY 449) are required courses in the third year of the Chemistry program. Each course is taken by about 40 Chemistry students annually and has a three-hour laboratory component as well as three lecture hours per week. In the laboratory component, there are two different sections of 20 students each, and the labs involve both a wet-lab facility and an instrumentation room. This has required: 1) scheduling two rooms per section, 2) hiring two TA/GAs per section, and 3) scheduling the two sections at separate times. The purpose of this Productivity and Innovation Fund course delivery redesign was to create efficiencies of space usage, staffing and scheduling by redesigning experiments to incorporate new rugged, portable instrumentation. The redesign focused on minimizing cost of new equipment, covering all required instrumentation, maximizing efficiency of usage and ensuring that redesigned curricula met the needs of both courses. As part of a strategic investment in teaching infrastructure, a separate proposal for the new equipment was funded by Ryerson, allowing the purchase of four FT-IR and two UV-visible spectrometers which will soon be incorporated in other chemistry laboratory courses as well. The new industry standard instrumentation is high-throughput, allowing more students to use it in shorter time spans. In conjunction with more cohesive, up-to-date lab curricula, this investment will improve the quality of the student laboratory experience and enhance career relevance. Implementation begins Fall 2015, with an expected savings of about $14,000 per year (four fewer TA/GA positions), reduction of laboratory usage by twelve hours per year, and concurrent scheduling of both sections in one large wet lab.
**P22**

**Interprofessional Education Made Easy: Integrating Interprofessional Learning Resources into Your Teaching**

*Sanne Kaas-Mason, RU Interprofessional/FCS, and Corinne Hart, Daphne Cockwell School of Nursing/RU Interprofessional*

As Interprofessional Education (IPE) is increasingly becoming part of the accreditation standards of a variety of health-related professions, and interprofessional teamwork is central to collaborative practice in both health and non-health related settings, it is important that opportunities exist within educational institutions to support interprofessional learning. Yet discipline-specific teaching strategies and resources may not always accommodate the unique needs of interprofessional learners. In particular, they may not allow for multiple disciplinary lenses, or the holistic, interdisciplinary problem solving central to interprofessional practice. Trying to adapt existing resources is time-consuming for faculty, who have many competing demands on their time. To this end, RU Interprofessional (RU IP), the Ryerson University IPE initiative, developed a range of strategies to increase accessibility to interprofessional learning within Ryerson. This poster illustrates one strategy used by RU IP to both promote interprofessional education and encourage faculty to integrate IPE learning into their teaching. The poster includes a brief explanation of IPE and the skills and competencies that underlie collaborative practice, and highlights a number of free, easy-to-use resources including an online-community-based simulation and a three module mini ‘course’. These resources can be used whole, or in part, to support interprofessional learning in both uni and interprofessional learning situations and contexts. This poster also describes how learners outside Ryerson University can access these resources.

**P23**

**Can an Educational Intervention About Multitasking Improve Student Attention and Learning?**

*Adrianna Tassone and Kristin Vickers, Psychology*

Student multitasking in the classroom is a growing concern for educators, as an increasing number of students have access to technologies such as smartphones and laptops. This has led to students attempting to use these technologies while listening to the lecture. The resounding message from the literature on multitasking and attention indicates that such behaviour during the lecture is detrimental to learning, and students are better off paying attention only to the lecture. Studies of multitasking have shown a consistent performance cost when subjects perform two tasks at the same time, and using technology during the lecture has been shown to result in lower scores on tests of the lecture material compared to students who do not use technology during the lecture. This study seeks to determine if providing students with an explanation of why multitasking in class is detrimental to their grades will result in lower self-reports of multitasking, improved grades and better self-reported attention. Data collection is ongoing; to date, 40 participants have been recruited from the undergraduate research pool (SONA) and have taken part in a one-hour lab session, followed by a half hour session three weeks later. Data analysis from these 40 participants is beginning and will be presented in the poster, along with implications. This project is a student thesis.
P24  
**E-learning in Higher Education with Emphasis on “Blending Learning”**  
*Ameera Al-Karkhi and Fatima Hassin, Electrical and Computer Engineering*

With the recent advancement of electronics technology and ICT (Information and Communication Technology) environments, embracing smartphones and tablets in the classroom and office has become an integral part of many aspects of students’ daily lives. Such environments will offer a wealth of interactive designs and e-learning approaches that build and create distance learning opportunities that are engaging for the users. The term “e-learning” has arisen as a result of the incorporation of ICT in the field of education. E-learning has grown significantly to deliver courses where student(s) and the instructor are separated geographically. E-learning may be synchronous in which the participants interact in real-time via the internet, or asynchronous, where the communication taking place as e-mail or discussion forums (Tayebinik 2012). Blended learning combines face-to-face and e-learning methods to varying degrees, depending on the discipline, the size of the class, student demographics, and the preferences of the instructor. There are no rules in place to prescribe the ideal blend. The advantages of blended learning include a lack of dependence on time constraints, time for reflections, meeting students’ different needs and learning styles, improved engagement and added flexibility in teaching and learning. In this poster we will present how e-learning has gradually given birth to blended learning. Then we will discuss different modes of blended learning along with faculty perspective about each. We will supplement our work with the latest research and progress.

P25  
**Ryerson Graduate Student Professional Development in Teaching Program**  
*Puneet Dutt, Arts, Michael Kim, Image Arts, and John Paul Foxe, Learning and Teaching Office*

This poster presentation will provide a full description of the unique and rewarding facets of the Ryerson Graduate Student Professional Development in Teaching Program. This innovative program has been created to provide Ryerson Graduate Students and TA/GAs with the necessary professional development in teaching skills, in order to prepare them for future careers in academia. This integrated program combines pedagogical learning as well as providing students with hands-on practical experience. Participants can earn up to three distinct certificates of completion, through three different levels of the program. By gaining further expertise at each complementary level, students in Levels 1 and 2 of the program also gain an additional certificate through the SEDA UK Professional Development Framework (SEDA-PDF). This internationally recognized accreditation body is a professional association for staff and educational developers in the UK that promotes innovation and good practice in higher education. Our poster will highlight learning outcomes that are associated with each level, details regarding the program as a whole, as well as the many opportunities for effectiveness that students engage with through mentorship and guidance, educational workshops, tools and best practices, as well as creating tangible items for a teaching portfolio.

P26  
**Student Experience with Video Capture Technology: A Pilot Study**  
*Ava Cross, Professional Communication*

This report focuses on the results from a survey administered in two undergraduate classes in the School of Professional Communication, CMN279 (Introduction to Professional Communication) and CMN314 (Professional Presentations), on students’ experiences with using video captured presentations. The findings revealed that the majority of students surveyed who claimed to have accessed their video captured files found the experience useful for self-awareness of presentation delivery and for self-improvement purposes. The findings also highlighted common concerns and issues with the technology both from students surveyed who had viewed or who had yet to view their captured video files.
P27 A Case Study on Teaching Diversity Through Foreign Language Service-Learning
*Mignette M. Garvida and Myriam Martel, Languages, Literatures and Cultures*

The purpose of this case-study project is to know the extent that service-learning in a community centre which offer services to the Hispanic community in Toronto can provide an immersion context for students of Spanish as a foreign/second language. The study intended to find out how much service-learning will affect students’ foreign language acquisition and how this activity can contribute to their social awareness, particularly the existence of diversity in the community in which they live. Volunteers were asked to write in Spanish about their knowledge of Hispanic cultures, a reflection paper (Advanced level) or a diary (for Intermediate level), and record a 10-minute conversation with a native Spanish speaker. They also completed a questionnaire to evaluate their service-learning experience. The results show that service-learning benefits students, both academically and socially. The service-learning experience helped the students change their common perception of Hispanic/Latino stereotypes and raised more awareness of the diverse Hispanic cultures in Toronto. It also improved their confidence in their ability to communicate in Spanish, written and oral. In conclusion, by creating a partnership between the university’s Spanish language program, our students and the community centre, we have provided our students not only with a venue where they can practice the language they are learning but also made them aware of the diversity that exists in our community.

P28 Taking a Paws: Examining the Effect of Therapy Dog Exposure on Stress Reactivity and The Moderating Role of Pet Attitude and Personality
*Anastasia Hunse and Alexandra J. Fiocco, Psychology*

In 2013, a survey of 30,000 students from 30 Canadian Universities showed that 45% of students rate their stress as above average, with 12% reported a tremendous amount of stress. Interacting with a therapy dog has been shown to decrease depression in undergraduate students and help individuals recover for a stress response. No studies to date have assessed whether exposure to a therapy dog can buffer future stress responsivity. Objective: To investigate whether therapy dog exposure inoculates the stress response and to examine the potential moderating role of personality and pet attitude. Method: Sixty undergraduate students were randomly assigned to either a Therapy Dog (TD) group or a No-Dog (C) group. Participants were fitted with a monitor for physiological measurement of skin conductance and pulse. Participants were also asked to complete a battery of questionnaires to assess pet attitude, personality, and affect response to the stressor. Participants in the TD group were exposed to a therapy dog for 10 minutes, while the C group sat quietly before stress exposure. Stress induction was facilitated by the Paced Auditory Serial Addition Test (PASAT). Results: The TG group displayed a significant lower skin conductance response compared with the C group (p < .001). Although not statistically significant, a buffer effect of TD was also found for pulse and positive affect. The effect of therapy dog exposure was not moderated by personality or pet attitude. The proposed study has implications for the promotion of a viable stress reduction method available on university campuses.

P29 Valued Driven Accessibility
*Heather Willis, Office of Equity, Diversity & Inclusion*

This poster describes the underpinning principles and values that inform Ryerson's campus wide accessibility initiative, Access Ryerson.

P30 DMP, Media Services, Academic Computing, CCS - We are Here to Help You!
*Digital Media Projects Office and Media Services*

In this poster session, we will provide the services available to faculty members through the DMP, Media Services, Academic Computing and CCS in general.
P31  

Student Learning Support finds a new home in the SLC  
Christina Halliday, Estefania Toledo, John Hannah, Student Learning Support  
In February, the units of Student Learning Support (excluding the Test Centre) made the momentous move to the new Student Learning Centre - a game changer for students and staff alike. The constellation of student academic support - writing, English language, graduate student, math, study skills and academic accommodation - now resides together on the 4th floor of this iconic new building. Our poster will tell some of the story of what this change has meant, but come and ask us questions so we can tell you more.
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