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Eric Kam, Learning & Teaching Office.
P1  Experiential Learning: Challenges Faced in Capstone Projects
Lining Dong, Information Technology Management.
Ted Rogers School of Information Technology Management (TRSITM) is offering capstone projects to its fourth and fifth year students who are about to graduate from the Business Technology Management (BTM) program. The capstone projects are designed to offer students an exciting and rewarding experiential learning opportunity to synthesize and apply knowledge they have acquired across various disciplines. The intention of the capstone project is to create a win-win scenario where clients are benefited from the innovative and feasible IT solution proposed by students and students will have an opportunity to integrate knowledge and apply it to a real life scenario. However, the capstone projects have encountered significant challenges which could affect the expected learning outcomes and cause unexpected repercussions. This presentation will share with colleagues the challenges faced and also the guiding framework that has been developed to deal with these challenges.

P2  Virtual Acoustic Trip: Learning and Teaching Architectural Acoustics by Listening to a Room
Umberto Berardi, Architectural Science.
A LTEF grant was awarded in 2015 to develop new ways for learning and teaching acoustics or students interested in performance spaces and acoustics (ranging from Architectural Science and Engineering to Interior Design and Theatre students). The proposal epitomizes how Ryerson University continues its tradition of applied learning while constantly innovating its offerings in blended learning environments. In particular, while a great deal of emphasis is placed upon the visualization of space in design, yet acoustics are often ignored. The project consists of creating an online repository for collecting and sharing impulse responses and auralization data of concert halls and performing spaces in the GTA. The impulse response of a room is the acoustic fingerprint of that room, whereas an auralization is the reproduction of a given sound at a point in a room. Contrary to conventional traditional acoustic pedagogy, this project enables students to explore room acoustics beyond class hours and to create a new way to experience a room for students. Thanks to this project, Ryerson students are now able to listen to impulse responses and auralizations collected through this project. The new e-book allows students to understand the acoustics of a room beyond traditional methods of teaching/learning, and once the auralizations will be completed, will also allow students to listen to a room as if conducting a “virtual trip” through it.

P3  Qualitative Content Analysis: Using Ryerson University Library and Archives Electronic Resources
Jay Wolofsky, Lei Jin, Lucina Fraser and Sonny Banerjee, Ryerson University Library and Archives.
Content analysis is a research tool used to determine the presence of certain words or concepts within texts or sets of texts. Researchers in the social sciences and humanities quantify and analyze the presence, meanings and relationships of such words and concepts, and then make inferences about the messages within the texts, the writer(s), the audience, and even the culture and time of which these are a part. Texts journal articles, newspaper articles, historical documents, or really any occurrence of communicative language. Research databases and internet resources accessible through the Ryerson University Library and Archives which may which may be useful in learning more about content analysis and about data gathering will be presented in this poster.
**P4**

**Intersecting Interests: Qualitative Research Synthesis on Art in the Social Work Classroom**  

This poster presentation reports on the findings of a qualitative research synthesis that explored the intersections between art and social work. Existing scholarship notes a rising interest in interdisciplinary teaching methods which integrate creative arts practices into social work classrooms from assignment design to classroom activities in an effort to increase learning outcomes. Also highlighted are the potential contributions of these arts-informed practices to teaching about topics related to power, privilege, and oppression. The synthesis presented in this poster explored this teaching potential through an interpretivist analysis of articles on the intersection of art and social work. Findings highlight the contribution of arts-informed experiential learning to enhancing student engagement and critical reflexivity; creating a sense of collectivity while honouring diverse voices; solidarity and social action which moved beyond classrooms into the broader community; as well as transforming the role of the educator. Findings suggest the need for further research to explore the potential contributions of arts-informed approaches in social work education beyond a single classroom as a way to adapt to the changing needs of students in their educational environment and increasing accessible learning opportunities. The poster also includes reflections on our own process as a research team consisting of students and professors.

**P5**

**A High Similarity Index Does Not a Plagiarist Make: Let's Talk Turnitin**  
Mirela Barbulescu, Digital Media Projects Office/CCS and Andrea Ridgley, Academic Integrity Office.

While faculty can apply pedagogical methods to discourage plagiarism in their courses, tools like Turnitin are here to help. We will look at best practices to build student academic integrity and prevent academic misconduct in the classroom. We will focus on using Turnitin as a tool for evaluation and feedback. This includes how Turnitin works within Ryerson’s Learning Management System, Brightspace by D2L.

**P6**

**Evaluating the Effectiveness and Value of Hybrid Virtual Labs as an Alternate Teaching Method in Undergraduate Biology**  
Charlotte de Araujo, Kyle Bactol and Andrew Laursen, Chemistry and Biology.

A virtual lab can be defined as a laboratory exercise performed outside of the physical laboratory. One interpretation of this includes partially virtual or take-home labs where students are led through online video demonstrations while physically conducting the experiment with a lab kit. The hybrid virtual lab designed at Ryerson University offers a combination of take-home laboratory assignments coupled with in-lab sessions. It is an alternative option for introductory biology students which provides an opportunity to address different learning styles or needs. Although not an exhaustive list, these circumstances might include: family, employment, sports, clubs, relationships, commuting distance or time, and preferences for technology that affect their overall university experience. Benefits or costs of choosing between these lab formats are determined by examining student scores through an analysis of covariance (ANCOVA). Student perceptions surrounding online learning and driving factors that influence potential opting-in or opting-out of the virtual lab option are assessed through surveys and interviews. In addition to this, institutional perceptions are collected by interviewing program directors and faculty whose students are affected by this alternative format. Ultimately, researching virtual lab effectiveness as an alternate teaching method may create a dialogue between curriculum developers and institutions to discuss how to implement them as a way to enhance the overall student learning experience.
**Poster Session**

**Thursday May 19, 2016**

**5:00-6:30pm**

**P7**

**Infusing Aboriginal Content into Curriculum: The Experience of the Gender and Food Security Course**  
*Andrea Moraes, Nutrition and Chang School and Sarena Johnson, Aboriginal Education Council.*

The main purpose of this poster session is to share the process and results of infusing Aboriginal content into the interdisciplinary course Gender and Food Security. This course is offered online by the Chang School in partnership with the School of Nutrition. The urgency of including a more in depth examination of gender and Aboriginal women and food security in this course can be explained by the fact that Aboriginal households across Canada experience higher levels of food insecurity than non-Aboriginals, and that women and children are specially affected. The creation of a new module entitled “Gender, Aboriginal Women and Food Security” was possible thanks to funds from the Aboriginal Education Council that enabled the hiring of an Aboriginal research assistant. The research assistant, Sarena Johnson, worked on the production of the new module under the supervision of the course instructor. The overall purpose of this module will be to encourage more student knowledge and engagement with Aboriginal issues related to gender and food security. This poster session will present a sample of this new module including learning objectives, part of the written and visual content produced, interactive tools, links to videos and audios, as well as discussion board questions. It also aims to share with our audience the joys of working and learning with an Aboriginal research assistant, and the extra benefit of including Aboriginal content from an Aboriginal perspective.

**P8**

**Engaging Continuing Education Students in Arts Distance Education Courses**  
*Kristin Force, Philosophy.*

This presentation will be useful for Chang School instructors preparing to teach an arts course online for the first time. It will also be beneficial for instructors who have been teaching online, but would like to obtain new strategies to engage students. Continuing education students taking online courses come from a variety of backgrounds, and for some students it may be their first time taking an arts course in this format. This session will outline tips and strategies developed while teaching an introduction to music course. When teaching music courses in the classroom mode, it is much easier to engage students through collaborative listening. The purpose of this presentation is to present strategies that are effective in teaching music online that could also be applicable to the other arts. There will be an opportunity for instructors to share ideas and any methods that have worked effectively in their own courses. Since the discussion board is one of the main methods for students to communicate, we will discuss how to build a sense of community and connect with one another when coming from a variety of fields. In addition, strategies for engaging students using audio-visual examples will be discussed. In the presentation, participants will be shown a sample online course, and taken through some of the pedagogical methods that can be used as well as the technical aspects of setting up your online arts course.

**P9**

**Information Equity: Using Open Access, Copyright Exceptions, and Library Resources to Deliver Course Readings**  
*Ann Ludbrook and Mandissa Arlain, Ryerson University Library and Archives.*

Ontario university students pay the highest tuition fees in Canada and for many, that presents a significant barrier to higher education. The Ryerson Library can help to reduce these costs by making your course readings freely available through D2L using Open Access educational resource, copyright exceptions, and library resources to deliver course readings. Partner with us to eliminate barriers and broaden access to your course materials.
P10  Making Courses Accessible for Everyone: Technology Based Approaches
Bill Ju, Chang School, Mandy Yuen, Taimoor Rahman and Haeun Song, University of Toronto.
Inclusivity and accessibility are increasingly common issues that are becoming key discussion points in course development. Further, engaging students with disabilities and accommodation related issues must also be taken into account in implementing both face-to-face and online courses. We will show how simple technological approaches like using Google Hangouts to make lectures easily accessible to everyone online whether in a face-to-face or online setting, but also has advantages in allowing for automated captioning and commentary of lectures for those with auditory disabilities. In addition, by placing these lectures in an online collaborative environment such as Padlet we also demonstrate how these supplemented online lectures enhance student engagement, allow increased accessibility to lecture materials, deeper discussion and content for all course users with minimal increases in the workflow to the instructor. We will also provide materials related to the student satisfaction surveys, how to set up these tools easily and feedback on student accommodation/inclusivity using these tools.

P11  Using the Top Hat Teaching Platform as a Tool for Inclusivity
Taryn Grieder, Chang School, Faculty of Arts.
Top Hat is an interactive classroom response software that enables instructors to increase student engagement. The application (app) is downloaded to the students’ device(s) and thus allows the instructor to ask questions both in class and outside of class as homework, in addition to providing a discussion board where students can pose and answer questions about course material. It is common for a restricted number of students to interact with the instructor in class. However, Top Hat provides the opportunity for all students to participate, thus giving equal access to everyone. Instructors may choose to make posts on the discussion board anonymous to other students, which removes barriers for those students who are apprehensive about speaking in class and/or feel that their question may be criticized. Further, students can vote for each other’s posts if they have the same or similar question or concern, in addition to having the ability to answer and comment, thus creating a sense of community and shared purpose. In these ways, Top Hat may be used as a tool for inclusivity and equal access in any classroom.

P12  What We Need is a RIOT (Ryerson Internet of Things)
Alex Ferworn, Fatima Hussain, Computer Science and CCS.
With the growing interest in placing all manner of items on the Internet for the purposes of research, teaching, collaboration and general interest, Ryerson—a hot bed of creativity—has run into the problems of providing a secure, private and reliable network for everyone while allowing access to and from the outside world by devices that are really cool but may not be the best at providing secure, private communication. In this poster we provide an initial vision for a network design that can address the needs of these new "things." In addition, we wish to solicit input from the broader Ryerson community.

P13  Supporting Teaching & Learning at Ryerson
Amira Rezkalla, Eric Kam, John Paul Foxe, Michelle Schwartz, Tunu Sodhi and Curtis Maloley, Learning & Teaching Office.
An overview of current programs and services provided through the LTO.
P14  Developing Property-Directed Integrated Synthetic Laboratories
Muhammad Yousaf and Bryan D. Koivisto, Chemistry and Biology.
Many laboratories in a traditional undergraduate curriculum make materials that do not have an inherent value and therefore this chemical waste represents an environmental liability. Additionally, important structure-property relationships are omitted from practical undergraduate curricula, and products from these labs do not have inherent value outside of technical training. The Integrated Synthetic Laboratory prepares molecules that are building blocks and starting materials for research that is currently being done at Ryerson, and therefore, this benefits the research and indirectly provides the learner with exposure to modern research. The initial experimental procedures followed by the students are well worked out (stage 1), and the student follow recipe style experimental and then advance to more demanding reactions. The last sequence (stage 2) in the course has the students making an original and unique molecule, and examining its physicochemical properties. The students then collate their data and examine the structure-property relationships between the family of similar molecules. Students are exposed to advanced synthetic techniques (vacuum distillation, glovebox use, manipulating reactions under anhydrous inert conditions, microwave synthesis and column chromatography) and instrumentation (Chemdraw training, UV-Vis, electrochemistry (CV), NMR and computational methods (DFT)). The student then submit a manuscript (in RSC style) outlining the syntheses and discussing the trends observed as a result of their property-directed synthesis.

P15  Testing Our Patience: A Story About Change at Ryerson’s Test Centre
Brian Williams and Estefania Toledo, Student Learning Support.
In the last three years, the Test Centre experienced a combined growth of 51% in scheduled accommodated exams. This unprecedented growth revealed a number of challenges and concerns, leading to an evaluation of practices and procedures. We researched best practices across post-secondary institutions, and consulted with faculty and students, to create a project plan to remove barriers and improve the student experience. As part of Student Learning Support, the Test Centre is committed to supporting students by creating an accessible and inclusive environment. We recognize faculty as partners in supporting students, and together we provide students with an equal opportunity for success. The Test Centre transformation project is an initiative on campus to improve accessibility and implement strategies that value Equity, Diversity and Inclusion. With the support from Student Affairs, the Test Centre made improvements and transformed the space to better meet the needs of Ryerson faculty and students. This presentation will highlight improvements, present user data, and answer faculty inquiries. Our transformation is far from complete; join us to learn about the improvements, and the role faculty play in the further development of Ryerson’s Test Centre.
P16  
**Instructional Design: Privilege, Power, and Racial Profiling by Proxy**

*Laurie Jacklin, Chang School/History, Staff Sergeant Jeff Haskins, Acting Sergeant Keith Richards and Constable Pam Devine, Durham Regional Police Service.*

This poster presents an EDI case study developed with the Diversity, Equity, and Inclusion team at Durham Regional Police (DRPS), in conjunction with the lecturer’s participation in Ryerson's LTO UTDP. While scholars continue to debate the advent of societal racial fatigue or, conversely, the post-racial world, instructors meanwhile formulate new instructional design strategies to encourage students to recognise the overlapping complexities associated with racism, ‘othering’, privilege, and power. Our instructional team developed this active learning case study to introduce students to the multi-layered pressures experienced by police when members of the public initiate racial profiling and demand interventions from the police. This instructional partnership resulted from the DRPS team’s interest in piloting a variant of their innovative training program on diversity in a university classroom. This pilot fused the information-rich content, developed for 800+ experienced officers, with a culminating learning activity in a specialised course on the theories, histories, intersectionalities, and complexities of ‘race’ and racism. Students collaboratively explored the often hidden, but complicated and dilemma-laden experiences, which are common occurrences for metropolitan police. The DRPS team co-facilitated the session, which added layers of complexity to the learning experience, as the students tended to regard uniformed officers as agents of privilege and power. Students ultimately reported their successes in surmounting their own implicit and explicit biases, and sought mentorship from the officers, in order to navigate the conflicting perspectives of the racialised citizenry, police officers, and general public in this case study.

P17  
**A Web-Based Tool to Promote Understanding of Organic Chemistry Reactions**

*Sharonna Greenberg, Andrew McWilliams, Motunrayo Ojo, Chemistry and Biology, Mikhail Soutchanski, Vitaliy Batusov, York University, Daniel Kozij, Computer Science and Mohammad Chaudhry Chemistry*

Many students struggle with organic chemistry and become increasingly frustrated and overwhelmed by the sheer number of reactions and mechanisms. Students quickly learn that it is impossible to get by based on memorization. Instead, they must understand underlying themes and be able to apply them to new situations. In a collaborative project between chemists and computer scientists, we have developed a web-based tool to help students practice organic reactions. Our web-based tool generates specific examples of organic reactions by keeping the functional groups the same but changing the organic side chains. Students can view examples of a particular reaction or quiz themselves by supplying the correct reactant or product in a reaction scheme. Ultimately, we hope to promote student awareness of underlying themes in organic reactions. Our web-based tool is different from other online homework systems. Whereas other programs have specific pre-programmed reactions, our tool is adaptive: we can easily add generic reactions to our database, and the program can generate any number of specific examples. Our tool is also readily tailored to suit any organic chemistry class, because the instructor can select any number of reactions from the database. We have tested and validated our tool on a second-year organic chemistry class at Ryerson University and will present the results of our findings.
**P18**  
**TrendLab: Experiencing Communication**  
*Wendy Freeman, Bob Clapperton and Selah Edlington, Professional Communication.*

TrendLab is an innovative experiential learning opportunity for Professional Communication students funded by a Learning and Teaching Enhancement Fund grant. In the first weekend of October, 2015, Professional Communication students from each year in the program worked together to solve a communication problem presented by Cleanopy, a start-up company from the Fashion Zone. Students were introduced to trends in communication from representatives from the TransMedia Zone and Brightlane, a start-up incubator. Each team presented a fully conceived communication solution for Cleanopy and faculty, industry, and the start-up CEO judged the solutions. Professional Communication students learn the theory and practice of communicating through text, image, sound and video. TrendLab was an extra-curricular learning event designed as an interactive boot camp led by trendsetters from the Ryerson Zones, who introduced participations to breaking developments from their fields of expertise. Bringing innovation and problem solving together, students used their new found knowledge, blended with the theory and practice developed in the classroom, to participate in a hackathon-style competition, solving a communication problem for a Fashion Zone start-up. For this poster we will present the evaluation of TrendLab with a summary of findings from students and the start-up feedback. Recommendations for future hackathon-style events will be presented. Sample communication solutions developed by the students will be displayed.

**P19**  
**Use of the Teach-Back Method for Discharge Teaching in the Emergency Department**  
*Barb McGovern, Nursing and Fiona Muckle, University Health Network.*

Health literacy describes the necessary skills people require for accessing, understanding and utilizing health information effectively. Examples of health literacy skills include understanding medication indications, reading pill bottle labels, recognizing signs and symptoms of worsening conditions and when to seek medical attention. 60% of adult Canadians have low levels of health literacy skills that limit their ability to obtain, understand and act upon health information and services (CCL, 2008). In addition, patients often forget much of the health information that is provided to them by clinicians (Kessels, 2003). Diversity in the population, culture, English as a second language, poverty and social determinants of health may contribute to low health literacy in communities. The teach-back method is a way in which nurses can assess patient comprehension of health information and ensure patients understand discharge instructions with the goal of improving patient comprehension of discharge instructions and decrease preventable return visits.

The purpose of this poster is to describe an instructional program designed to provide education to point of care nurses and students to utilize teach back in their teaching activities for patients in a Toronto urban academic hospital emergency department. Participants will learn how to apply teach-back education as a useful tool in clinical interactions to mitigate knowledge deficits related to low levels of health literacy. Emergency nurses can utilize the teach-back method when providing discharge teaching so they can check for patient understanding and provide clarification of important concepts.
P20  **Student Engagement - Ways to Assess, Implement and Enhance? A Three-Year Survey Results from Liberal Studies Course.**  
_Nagina Parmar, Chemistry and Biology._
Classrooms are where students nurture, learn, perform, are evaluated, and become better citizens. As an educator our main role is to give, share or disseminate the education and knowledge to those learners. However, to expand our role there is need to interact and engage with those who are either not interested, busy using technology or just lost in their own world. To bring the students back to our and their own world, we can include engaging practices to our teaching materials. These practices include: course surveys, student feedback, in class activities, use of media/social media and technology, students input in the design of lectures etc. Elective biology courses for liberal studies were always a challenge to have engaged, interactive, and attentive students in the classroom. The objective of the present study was to assess and implement the compelling practices to enhance student’s engagement. The implementation of these best practices were initiated before first class, mid-course evaluations and final evaluation after the last lecture before final exam. Mindfulness exercises component were added as a supplement in two-hour lecture only. Results from this three-year-old study showed that students outreach; passionate and caring instructor; and involvement in course design had a huge impact on student learning and engagement. To sum up my philosophy of teaching and learning I share this beautiful quote by Abraham Lincoln, “If I had nine hours to chop down a tree I will spend first six sharpening my ax”.

P21  **Research Data Management @ RU**  
_Trina Grover, Kevin Manuel, May Yan, Dan Jakubek and Brian Cameron, Ryerson University Library and Archives._
Ever lost your data? Good data management is the basis of successful research and it is important to plan how you will manage your data at the beginning of a project. Well organized, well formatted, preserved and shared data increases opportunities for learning and innovation and facilitates data reuse for yourself and others. Above all, a data management plan protects you against catastrophic loss of your raw data. Whether you have collected, observed, or created raw data as part of your research, data management takes into account the entire lifecycle of your research data from inception to close of a research project and beyond. Research data management plans are increasingly mandated by funding agencies and the library can provide guidance as research navigate the options. One option for Ryerson researchers is the Scholars Portal Dataverse platform which allows researchers to deposit data, create valuable metadata, and version documents. Datasets are hosted on Canadian servers, in a secure environment that conforms to industry best practices for maintaining data integrity and longevity. Presented by the Library’s Research Data Management (RDM) Interest Group, this poster will map the research data management activities that ensure research data is secure and sustained. The poster will be a starting point for conversations to explore the strategies and issues that need to be considered in appropriately managing Ryerson research data throughout its lifecycle. The information will guide researchers as they look to apply data management strategies to organize data proficiently, ethically and legally.
P22  The Use of Group Tests to Promote Collaboration and Learning: Do They Work?
Kim Gilbride, Chemistry and Biology.
Many students learn material by memorizing the facts however when asked to relate them to a particular situation they often have misconceptions of how they actually apply them. Not until the students can truly practice their knowledge do they understand how they are misinterpreting the facts. This year in my microbiology course I implemented the use of group tests to augment lecture material and give the students the chance to practice the material before being tested with a regular mid-term/final exam. Discussing applications as a group helped students recognize where their understanding might be incomplete. On three separate occasions, the students were asked to complete very short multiple choice tests (10 questions) individually and then were asked to get together in groups of 4 to re-answer the same questions. The discussions they had in the groups improved their individual marks by 10.9% in the first test, 14.5% in the second test and 20.9% in the third test. Overall, the class average at the end of the semester was 2.7% better than the previous year. Furthermore, at the end of the semester the students were asked to complete surveys to ask how they viewed the group tests. The overwhelming majority felt the group test improved their understanding and helped them to learn the lecture material. This approach can be very beneficial in a large class where it is difficult for the instructor to interact with each student individually and therefore scheduled student discussions can give students feedback on their understanding.

P23  Active Learning Strategies Influence in Engineering Disciplines
Amira Abdelrasoul, Huu Doan and Ali Lohi, Chemical Engineering.
The teaching and learning environment is vital for the students’ success in engineering courses; in fact, it often rivals the importance of the lecture material. The main objective of this study lies in the development of positive learning attitudes of engineering students. A methodology for improving active learning engineering courses with a large number of students through students’ feedback from different courses, and survey gathering. Teaching in engineering disciplines is more than simply an engagement in knowledge transfer, but also an opportunity to transform students from passive recipients of standardized knowledge into active constructors and contributors to essential theoretical and practical ideas to ensure that the students can effectively apply the acquired knowledge to solving practical opened-end problems in industrial settings. Successful teaching must function as an effective process that explains ideas and concepts, motivates and sustains students’ interest, uses active learning techniques, and acts as a facilitator to encourage and guide learning. This dynamic is meant to ensure that students are able to translate the knowledge acquired in the classroom toward new process designs and new products and process improvements that are in harmony with the human needs and environment. Diversifying the innovative teaching techniques in engineering discipline makes the lecture topics more interesting and engaging for the students, as well as, promotes attendance. In addition, This study will evaluate the obstacles or barriers prevent faculty from using active learning strategies in an engineering discipline and how to overcome it.
P24  The Industry and the School: A Carefully Arranged Marriage
Pavlo Bosyy and Peggy Shannon, Ryerson Theatre School.

Last year, I presented at the Ryerson Faculty Conference a poster “Academia Meets Industry: A Case Study of the Musical Production of The Last Five Years by Jason Robert Brown.” The presentation centered on the form of faculty-student collaboration that is fairly new to Ryerson Theatre School: a professional company has been set to produce one of the graduating students/thesis show. The production team and cast was composed of the faculty, professional artists and students. This year, RTS continues exploring this model. Ryerson Theatre will host a production of Arranged Marriage by Chitra Banerjee Divakaruni. The play addresses the issues of multiculturalism, inclusion and ethnic diversity. The team and cast again consist of the students, of the young and the seasoned professionals; the set-up of the project is following the current professional model. My presentation will focus on the similarities and differences of the two productions. I aim to explore the essential features of this operational mode of producing a show that make it effective for helping students in their transition to the professional career in the performing arts particularly in the environment of the multi-ethnic cast and team.

P25  Finding the Right Blend: An Experiment in Enhancing Graduate Student Competencies Through Video Instruction
Don Kinder, Kelly Kimberly and Kelly Dermody, Ryerson University Library and Archives, John Hannah and Natalya Androsova, Student Learning Support, and Jordan Kawai, Documentary Media Program.

The Ryerson Library in collaboration with Student Learning Support has created a series of short instructional videos as part of a blended learning initiative to help Ryerson graduate students improve their information literacy and research skills, manage their citations and integrate sources effectively into their major writing projects. This project aims to address three current deficiencies in academic support for graduate students: low participation rates in current face-to-face offerings, the need for students to develop academic skills for effective engagement in graduate scholarship, and the preference for online or blended instruction for this purpose. This online tutorial intends to promote inclusion, accessibility and autonomy for all graduate students whose access to on-campus programming is restricted by demanding schedules and other commitments. It can also be of particular benefit to international and first-generation graduate students. Research shows that for some members of these groups, research, writing and citation skills may not be at an adequate level, and that coaching in North American academic conventions and expectations may be required. Moreover, this blended format fits well with graduate student preference for timely and remotely-accessible instructional resources. It also contributes to a more inclusive learning environment where students are less restricted and more autonomous in achieving the desired efficiency and meeting their graduate degree requirements. This poster will outline our pedagogical approach to online instruction and illustrate the process used in creating the learning object. This project was made possible through the Ryerson Learning and Teaching Enhancement Fund.
P26 Fictionalizing the Curriculum: Strategies for Growing Readers in Higher Education
Diane Granfield, Ryerson University Library and Archives.
This poster session aims to reawaken an appreciation of fiction as a vehicle to learn. The wider context is the cross-national reading studies that tend to show a decline in immersive reading practices. While it is not generally acknowledged, we teach, learn, and understand the world primarily by constructing narratives; and reading fiction is the means by which many adults continue to learn throughout their lives. The limited mandate of lifelong learning, and often of learning itself, reflects “less a means for discovery and intellectual exploration than a means to greater earning potential and job stability” (Smith and Young, 2008). It is no wonder that deep, contemplative practices within higher education like the reading of imaginative literature have been marginalized. And yet, there is a substantial body of literature that shows immersive reading, particularly the reading of fiction, is a cultural practice that supports critical civic, social, cognitive and emotional capacities. This poster session will offer a rationale and a series of strategies for teaching faculty and librarians to adopt a more activist role in fostering reading, including:
- Background on immersive reading and its decline
- The science and benefits of reading
- Learning, reading and diversity - inhabiting the world through imaginative literature
- The role of the academic library in the promotion of reading
- The role of teaching faculty and pedagogical strategies to integrate fiction across the curriculum
Through playful engagement, I will challenge us to reflect on our own reading history in order to better see ourselves as agents in preserving reading’s future.

P27 Twitter in the Ryerson Classroom
Alysha Savji-Cameron, Nursing.
Over the last 15 years social media has increased it’s presence in daily life. Of these various social media platforms, Twitter is one of the fastest growing amongst university students. Recently, it has been argued that Twitter’s platform is best suited for engagement and dissemination of information in higher education due to it’s “feed” style platform (Jacquemin et al., 2014). What was once an unwelcome distraction has now been described as an indispensable learning tool used in the classroom to increase student engagement. Classroom uses of Twitter are numerous and include: increasing participation, guiding course material, assessment of students’ knowledge, and informing students through “Tweets”. This poster presentation will inform participants on how to implement Twitter as a learning tool, adapting to the ever-changing technological academic environment. It will provide techniques to increase student engagement and participation with the use of Twitter resulting in improved diversity and inclusivity in the classroom. Finally, participants will recognize the use of Twitter for the purposes of academic engagement to promote critical thinking and intellectual development of the Ryerson student.
P28  

**Computer Technology in a Physics Laboratory Session – A Shift in Traditional Methods, and its Impact for Students**

*Ruben Pinto, Physics.*

In recent times, it has been increasingly important for individuals in the academic setting to possess basic programming skills in order to collect, interpret and analyse digitized data; rapid advances in scientific technology require personnel to be constantly updating their software-usability skills. On an educational standpoint, it is essential for students to be exposed to frequently used software, so that an appreciation for its role in their academic field can be realised. Since 2014, the senior undergraduate nuclear physics course PCS352, offered by the Department of Physics, underwent the following changes in the laboratory portion of the course:

1. All instruments used in laboratory sessions were linked with instrumentation software, so that all pertinent data could be collected and sorted digitally.
2. The MATLAB computing language was used extensively, so that instrument data could be imported for analysis that included statistics, equations, and graph generation.
3. In place of a traditional lab report that is due post-lab, students worked primarily on analysis/discussion type questions (in groups) which were due by the end of the session.
4. In 2015 all laboratory sessions took place in a new learning environment (the “4M” lab) that had a very ergonomic layout, allowing for productive group member discussions and an effective setup for GA assistance.

These four aspects of the laboratory sessions marked an improvement in interdisciplinary education, as well as inclusivity and equity in the sessions; the poster presentation will address how these changes have impacted the learning environment compared to previous settings.

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P29  

**The Evolution of Presentation Technology**

*Dave Mason, Computer Science.*

When I started teaching, presentation technology meant a blackboard or a lectern. The fancy professors used the overhead projector (to put students to sleep). The really fancy professors used slide projectors. In the ensuing years, I have used on-the-fly transparencies, preprinted transparencies, PDF slides, HTML slides, Keynote presentations, HTML slides (again), and finally PDF slides (again). This has been a career-long search for a system that maximizes accessibility for students, while stabilizing the workload for me. Today, I’ve settled on PDF slides, prepared with LaTeX and Beamer, and presented with a Keynote-like presenter, augmented with a clicker-like interface to encourage student interaction. In this poster I’ll describe a bit of the path that’s led me here, the rational for my decisions, and the technology that I’ve assembled. If I have time, I’ll also talk about tools I’ve created to facilitate online marking of programming assignments and essays.
P30  PhotoVoice as a CELT Class Project: A Partnership with Ryerson and Pathways to Education  
David Day, Psychology, Reena Tandon, Faculty of Arts/Community Engaged Teaching and Learning, Tyler Freed, Pathways to Education, Regent Park and Nicole Charewicz, Psychology.  
This poster presents experiences from a project in Community Engaged Learning and Teaching (CELT) in an undergraduate social psychology seminar. A collaborative partnership with Pathways to Education was developed to integrate experiential learning through the concept of PhotoVoice, resulting in an exhibit of posters on the topic, “What is it like to be a young person in 2016.”  
PhotoVoice (Wang and 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. PhotoVoice is also used as a platform for creating social change, in the case of this class project, to dispel myths and educate the public about young people in today’s society. By participating in this project, Ryerson students and students in the Pathways to Education program had an opportunity to interact, share their experiences, and learn from each other. The presentation will be made by the collaborating team including the CELT coordinator, community partner and the course TA. 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 graduate from high school and successfully transition into post-secondary education.

P31  Creating Flexible Learning Activities to Prepare Learners for Interprofessional Team-Based Practice  
Sanne Kaas-Mason, RU Interprofessional.  
Graduates from the Faculty of Community Services (FCS) are entering a world where interprofessional collaboration in team-based practice is fast becoming the norm. Interprofessional Education (IPE) is considered to be a primary strategy to prepare learners for this practice world through the development of skills and competencies which inform successful interprofessional practice. To best prepare learners to work collaboratively in teams the interprofessional education initiative in the Faculty of Community Services, RU Interprofessional, has prepared a series of interactive, flexible learning activities for learners to learn with, from and about each other across professional or disciplinary boundaries. In accordance with best practice guidelines for flexible learning activities, learners are empowered to chose their own pace, place and mode as they progress through the activities. This poster will explore how RU Interprofessional has stepped outside of the traditional learner-educator relationship and power dynamics to create a learner-responsive experience for students to prepare themselves for societal and industry demands in their future health care and community service roles. Strategies used include: blended learning, flipped classrooms, student-generated content, experiential learning, and community engagement.
Showing You Care: Supporting Students of Concern
Marcelle Mullings, Office of the Vice-Provost, Students.

Percentage of Students Reporting Mental Health Problems in Ontario:
- 89.7% - Felt overwhelmed by all they had to do
- 59.6% - Felt things were hopeless
- 10.9% - Seriously considered suicide
- 1.5% - Attempted suicide

Student self-reported mental health data indicate high levels of distress in our student population. Students displaying concerning behaviours frequently require additional care to ensure they are safe and can continue to be successful at Ryerson. Ryerson has articulated its commitment to creating a community supportive of mental well-being and free of stigmatization or discrimination based on mental health. To that end, the Office of the Vice-Provost, Students provides an array of services to ensure a coordinated response for students of concern. Our work relies on a strong network of “eyes and ears” in our community to identify and refer concerning students. Faculty are often the first to notice a student in distress. By sharing their concerns, faculty are helping to uphold a Ryerson community that is safe and healthy for our students. This poster session aims to engage and inform faculty about the services available to support students of concern and the role they can play in supporting students. We will review the academic, emotional and physical indicators that can help faculty recognize that a student requires additional support. We will also discuss what happens when a faculty member makes a referral, the resources available for students and how we can all work together to build a culture of caring.

How RU Feeling? Mapping Emotions and EDI on Campus
Art Blake, Department of History and Sally Wilson, Ryerson University Library and Archives.

In Fall 2015, I taught a new course for the History Department called "History and New Media", one of the Historians Craft courses required in our BA degree. In order to model and to help train students in the practices of collaborative work demanded by most digital media projects, I designed the course as collaboration -- between myself and the students, among the students, and between us and the library staff of the Digital Media Experience Lab (DME). I also intended the collaboration with the DME to encourage humanities students to see themselves as potential users of the DME -- a digital maker space open to all students and faculty. Humanities students often receive no practical or theoretical training in digital media yet we expect them to succeed in a workplace profoundly shaped by a variety of digital media requiring technical and critical skills. Furthermore, humanities students often see spaces such as the DME as "just for techies", not for them. I designed the term's collaborative project to bring together historical and contemporary representations of Ryerson's campus overlaid with a mapping of students' emotional associations with specific sites on campus. The plan was to develop a prototype "affective map," touching on issues related to EDI on campus. The poster I will present shows what we developed in the class and proposes how I (with student researchers) could extend the project into a website or app deployed in collaboration with RU's Office of EDI, counsellors, Campus Security, and the Students' Union.
**Tablet-Enabled Learning at Ryerson: A Pilot Project**  
*Jason Boyd, Department of English, Fangmin Wang and Kelly Kimberley, Ryerson University Library and Archives.*

Tablets represent a significant advance in computing hardware. They are handheld devices, but their capacity to be coupled (and decoupled) with peripherals such as compact and lightweight keyboards, makes them in many ways an optimal combination of mobility and functionality. In addition, tablets come with unique features that extend the possibilities of these devices in terms of human-technology interaction (haptic interfaces; built-in cameras; gyroscopes; location-aware technology; data input/output; capacity to accept speech and other audio input). The creative industries have been actively exploring the possibilities of this technology. Many innovative interactive stories, games, and artworks have and continue to be created that make use of tablet functionalities, and this is an area in which there is great deal of new career and entrepreneurial as well as pedagogical and scholarly potentiality. Therefore, it is imperative that teachers and students be able to access these works in Ryerson’s learning environments—however, the cost of tablets can put them beyond the reach of students. In Fall 2015, an iPad mobile learning pilot was launched that gave students in "Narrative in a Digital Age" (ENG921) access to iPads (via short term loan through the Ryerson Library) in order to study a number of innovative table-based interactive creations. This pilot represented a successful collaboration between faculty and library personnel to enhance student learning. This presentation will describe the design and implementation of the pilot, what was learned, and possible future directions for a tablet learning initiative at Ryerson.

**Gender Diversity in Computer Science**  
*Shadan Ghaffaripour, Computer Science.*

Gender inequity in computer science (CS) education is a critical and deep-rooted issue. There is obviously a large gap between male and female students in terms of quantity and quality in undergraduate CS programs. Gender diversity means diversity of views and problem-solving approaches. Therefore, establishing a nurturing environment that fosters learning CS for female students is of great importance. It will lead to more innovative research and discovery and in turn, will produce more value for society. The objectives of this poster:

- Raise awareness on the factors that give rise to gender disparities in self-confidence, academic performance and overall experience in CS education
- Identify effective pedagogy techniques, promoting gender equity
- Recommend actions against factors that hinder female students to achieve as much valuable learning experience as their male peers

An overview of the significant discoveries and arguments that scholars have put forward will be provided. In particular, an analysis of gender-specific inequities, based on the three-level digital divide paradigm. Research gaps and future directions will also be identified based on literature, as well as presenter’s experience as a teacher assistant. Research findings suggest that more attention should be given to the inclusion of ethical, moral, and social issues in the CS curriculum. Also, adoption of new strategies that help female students develop strong peer relations is highly advised. This poster encourages awareness about the issue of gender inequity in CS education among Ryerson community. Furthermore, it hopes to take a step towards promoting EDI values, from a unique perspective.
How Using a “Capstone Project” Directs Learning, Targets Student Fears and Ultimately Promotes Concept Use in a Third-Year Course in Functional Science
Sarah Sabatinos, Chemistry & Biology.

BMS 650 “Experimental Design” is a new core course for Ryerson Biomedical Science students in their third year. Originally, I billed BMS 650 as “How can we design appropriate and elegant scientific work?” My expectations that framed course development were shaken early on. A first-day student poll suggested that most students had no desire to ever design an experiment, or work in a situation that used experiments. My focus in the course changed, becoming more simple, but ultimately more powerful: “How does Functional Science happen?” This focal shift meant that several lecture elements and tutorials were rewritten to promote more active discussion and debate. My goals became to strengthen student skills in reading primary literature, have them participate in measured and effective peer review, and practice scientific communication. The incentive to achieve these goals was fourth year preparation, and future career uses of the skill set. A final poster presentation format became a “capstone project” for the course, where they used skills acquired throughout the semester to assess a paper, critique experimental design elements, and communicate to a broad audience. Presented in a four-panel, three minute presentation, students were surprised to discover the depth of their learning. I present the results of two elements from this course. First, successful and unsuccessful elements of the Experimental Design lectures and tutorials are discussed relative to student, TA and instructor perceptions. Second, I show how a poster session was conducted for BMS 650, with considerations and unanticipated elements. Respecting constraints placed upon the students, I present each as a four-panel, three-minute presentation.

McGraw-Hill Education: SmartBook – Adaptive Reading Experience
Eric Kam, Learning & Teaching Office.

Adaptive learning technology has been widely recognized in recent years for its positive impact on the teaching and learning experience. McGraw-Hill Education has been a pioneer and leader in bringing this technology to the Higher Education market with its successfully adaptive reading experience, SmartBook. Recognizing that traditional print textbooks cannot address the needs of a diverse student population, SmartBook was developed with insights from Learning Science and is enhancing the way students read and learn. SmartBook provides each student with a unique learning experience by continually identifying and addressing their specific knowledge gaps. The continually adaptive support addresses student’s unique needs to create a consistent level of knowledge amongst the class. SmartBook improves student preparation to support an effective flipped classroom model which can focus on application. Connect with SmartBook is available for over 300 course areas. Please visit us to learn more about the resources available for your course.