

Concurrent Session A, 10:30-11:30pm

A1. Alternative Testing: Two-Stage Testing Combined with Immediate Feedback Assessment Technology (IF-AT) (20 mins)

Sofija Katic, Environmental Applied Science and Management, Sharonna Greenberg, McMaster University

KHE 125

A2. Comparative Policy Briefs: Assessment Tools Across Jurisdictions (20 mins)

Faisal Shaheen, Politics and Public Administration

A3. Indigenizing Organizing Education Project (50 mins)

KHE 129

Olivia Chow and Dawn Maracle, Institute for Change Leaders

A4. City Building in the Classroom: Equity, Diversity and Inclusion (EDI) in an Interdisciplinary Urban Studies Curriculum at Ryerson (20 mins)

Art Blake, History, Jason Boyd, English, Sohailia Saywack, Sociology

KHE 321A

A5. The Transformative Power of the Creative Arts: A Guide to Thinking Outside the Box in the Classroom and Beyond (20 mins)

Mariam Hashemi Wong, Politics and Public Administration

A6. Designing Open Access, Online Interactive Textbooks (20 mins)

Jennifer L. Lapum, Oona St-Amant, Wendy Garcia, Andy Tan, Daphne Cockwell School of Nursing, Margaret Verkuyl, Community and Health Studies, Centennial College, Wendy Freeman, Office of eLearning

KHE 323

A7. Write Here, Right Now: Enhancing Student Engagement with a Flexible Open Access E-Textbook (20 mins)

Nada Savicevic, Office of eLearning, Paul Chafe, Kari Maaren, Aaron Tucker, English, Catherine Jenkins, Professional Communication, Sally Wilson, Library

A8. Out of Tanzania: Re-mounting Performance-Based Research in the Classroom (20 mins)

Oona St. Amant, Daphne Cockwell School of Nursing, John Shiga, Jill Foster, Professional Communication, Gerd Hauck, Real Institute, Jacky Au Duong, Centre for Communicating Knowledge

KHE 323 A

A9. Teaching Through Texts and Objects (20 mins)

Kathryn Underwood, Jessica Vorstermans, Early Childhood Studies, Kathryn Church, Disability Studies

A10. Switching from Traditional to Active Teaching in STEM: Problem-Based Learning Strategies (20 mins)

RCC 201

Noura Sinno, Civil Engineering

A11. Learning Inside and Outside of Classroom: Case Studies in Architectural Science and Engineering (20 mins)

Medhat Shehata, Civil Engineering, Vera Straka, Architectural Science, May Yan, Library

POD 372

A12. Educating Your Next New Hire: Serious Games and Proximal Moral Challenges (50 mins)

Chris MacDonald, Hilary Martin, Ted Rogers Leadership Centre

VIC 205

A13. Brave Conversations: Building Empowering Spaces for Students with Disabilities (50 mins)

Rudhra Persad, Tri-Mentoring, Almerinda Colella, Social Work, Michelle Woolfrey, Arts and Contemporary Studies

VIC 303

A14. Mindfulness as a Professional Skill (50 mins)

Lisa Taylor, Ann Rauhala, Journalism, Diana Brecher, Student Affairs

VIC 501

A15. Deliberate Practice and the 'How-to' of Interpersonal Skills Development: 25 years of Live-Actor Simulation at Ryerson (50 mins)

Brenda Massey-Beauregard, Katherine Turner, Margot Collins, Geoff Kolomayz, Jeff Doner, Interpersonal Skills Teaching Centre

Upper Gym

Concurrent Session A Descriptions

KHE 125

A1. Alternative Testing: Two-Stage Testing Combined with Immediate Feedback Assessment Technology (IF-AT) (20 mins)

Sofija Katic, Environmental Applied Science and Management, Sharonna Greenberg, McMaster University

Irrespective of the field, collaborative work and feedback from colleagues are typical experiences. Yet, students write individual tests and wait weeks for feedback from instructors, rarely providing feedback to their classmates. To address this gap, alternative testing methods such as two-stage testing and immediate feedback assessment technique (IF-AT) cards have emerged. In two-stage testing, students first write an evaluation independently and then write the same (or similar) evaluation with a group. An IF-AT card is an instant lottery-style scratch card where students scratch a multiple-choice answer, see immediately whether their answer is correct, and if it is not correct, continue answering until it is (Epstein et al, 2002). We have combined two-stage testing with IF-AT cards in the second stage of the assessment. Our students collaborate in discussing, debating and answering a question, and they receive immediate feedback on whether their answer is correct (McCurdy et al, 2002). Our presentation is geared towards those who are new to two-stage testing and/or IF-AT cards. Our presentation will cover an introduction to these techniques and how to implement them in the classroom through an interactive session. Audience members will individually write a quiz, then work as a group using IF-AT cards. We will address the advantages and the logistics of two-stage testing-IFAT, including our own experiences at Ryerson and McMaster University

A2. Comparative Policy Briefs: Assessment Tools Across Jurisdictions (20 mins)

Faisal Shaheen, Politics and Public Administration

Conducting class assessments are challenging for several reasons. How do we encourage students to adequately demonstrate an understanding of the course material in a way which builds on and peaks their interest? The utilization of the 'comparative policy brief' expands on the idea of 'policy learning' in a way that expands analysis across jurisdictional boundaries. It permits students to expand on their areas of research (ideas, interests and institutions) by examining a policy subsystem similar to that of the City of Toronto and explore comparative public administration interests

KHE 129

A3. Indigenizing Organizing Education Project (50 mins)

Olivia Chow, Dawn Maracle, Institute for Change Leaders

Learn how to take your passion for change and implement campaigns that increase engagement, continually build capacity, and choose tactics that best accomplish your goals. Ryerson Institute for Change Leaders developed a new curriculum unit using the Shannen's Dream Campaign as a model to teach Strategy and Tactics. Presented by Distinguished Visiting Professor Olivia Chow and a Mohawk trainer Dawn Maracle. Details of the Institute's work are available at changeleaders.ca

A4. City Building in the Classroom: Equity, Diversity and Inclusion (EDI) in an Interdisciplinary Urban Studies Curriculum at Ryerson (20 mins)

Art Blake, History, Jason Boyd, English, Sohailia Saywack, Sociology

Ryerson, a self-proclaimed "city-building university" actively committed to equity, diversity and inclusion, has no program explicitly combining that claim and commitment, despite having a wealth of urbanist scholars across all Faculties. Through our Teaching About Diversity grant from the LTO, entitled Intersections: Building Equity, Diversity and Inclusion (EDI) into an Urban Studies Curriculum at Ryerson, we have begun to address that curricular gap. We identified courses from across Ryerson with an urban focus and the likelihood of EDI-related content. From that set of courses, we requested course syllabi and obtained almost 40. Information in the calendar, and in syllabi—such as the course description, learning outcomes, and required readings—suggests, though not always accurately, the level of EDI engagement students can expect. Increasingly, students are rightly dissatisfied with courses that do not include diverse perspectives. Studying cities past and present offers great opportunities to engage diversity in many forms that can be reflected in course content and pedagogy. The inclusion of community-engaged or experiential learning can further enhance an urban studies engagement with EDI. Our presentation will explain our methods and present our preliminary findings. From analyzing those courses we will present a proposal for an EDI-based interdisciplinary urban studies minor and a one-week intensive program. We wish to engage our audience in a lively discussion about a future for interdisciplinary urban studies at Ryerson, one that lives up to our institution's commitments and connects us more deeply to our students, our city, and the international urban context

KHE 321A

A5. The Transformative Power of the Creative Arts: A Guide to Thinking Outside the Box in the Classroom and Beyond (20 mins)

Mariam Hashemi Wong, Politics and Public Administration

How do we intentionally design exceptional student experiences? The creative arts can facilitate transformative experiences and build community through informal peer mentorship opportunities. What do poetry/spoken word, visual art, sculpture, photography, stand-up comedy and theatre have in common? They are all mediums for storytelling and self-authorship, encouraging a social model of leadership. Learn how a creative arts workshop helped marginalized students become masters of their own narrative, finding life-altering ways to understand self, community and empowerment. Come to learn about the process, implementation and impact. Leave with ideas about how to incorporate the creative arts in your work via research, assessments, curriculum, advising, faculty and department offerings.

A6. Designing Open Access, Online Interactive Textbooks (20 mins)

Jennifer L. Lapum, Oona St-Amant, Wendy Garcia, Andy Tan, Daphne Cockwell School of Nursing, Margaret Verkuyl, Community and Health Studies, Centennial College, Wendy Freeman, Office of eLearning

Innovative and technology-enhanced teaching platforms can augment learning outcomes. In many programs at Ryerson, students are expected to become proficient with an array of specific skills. And yet, textbooks provide minimal opportunities for interaction with the content. In this presentation, faculty and students share their collaborative experience in creating an open access, online, and interactive textbook (e-book) for students to develop competency in the skill of vital sign measurement in health-related programs. The multi-modal learning environment (with visual and auditory modalities) embedded in this e-book is necessary for kinesthetic learning, which is essential in practice professions. Although this book is specific to vital sign measurement, the presentation will be of interest to faculty members who are curious about designing open access e-books created by adapting open educational resources using the Pressbooks platform. We showcase the e-book design, which provides self-paced and flexible learning opportunities for students to read, observe, practice and test oneself. We demonstrate how the textual information is augmented by illustrations, photographic images, film clips, and case studies. Audience members will also be able to access the e-book on their digital device. This presentation contributes to the scholarship of innovative pedagogy by featuring an e-book design that facilitates students' critical thinking and embodied learning. Learning outcomes of this presentation are: a) identify factors that influence effective design of open access e-books; b) participate and reflect upon the interactive design elements of the e-book; and c) examine multi-modal learning strategies associated with e-textbooks

KHE 323**A7. Write Here, Right Now: Enhancing Student Engagement with a Flexible Open Access E-Textbook (20 mins)**

Nada Savicevic, Office of eLearning, Paul Chafe, Kari Maaren, Aaron Tucker, English, Catherine Jenkins, Professional Communication, Sally Wilson, Library

Since their adoption in the early 2000s, Open Educational Resources (OER) have evolved as important sources of learning materials for higher education. In this session we will briefly review the history of creation of "Write Here, Right Now: An Interactive Introduction to Academic Writing and Research" open access e-textbook, followed by a demo and discussion of future plans. This open educational resource was conceived with a flipped classroom model in mind, however it can be integrated into traditional, blended or online settings. The all-in-one multimedia e-textbook enables a flexible approach to course design as its components (linked chapters, readings, storytelling videos, case studies and self-tests) can be swapped to suit each instructor's preferences. The multifaceted aspects of the e-textbook support multiple learning styles allowing students to better prepare for the instructor-facilitated course component, whether that takes place in a traditional classroom or online forum. The session will guide attendees through the various features of this innovative resource, developed using Pressbooks, the open source book publishing platform. This fully accessible e-textbook was created for the web, but it can be exported in a variety of different formats to better meet the needs of students. Critical importance of collaborative process for this project that involved faculty, librarians, instructional designer and our students, will be demonstrated throughout the session. We will also share our reflections on what we've learned from this project so far, and how we envision ourselves, and other faculty at Ryerson and other universities, using this e-textbook in the future

A8. Out of Tanzania: Re-mounting Performance-Based Research in the Classroom (20 mins)

Oona St. Amant, Daphne Cockwell School of Nursing, John Shiga, Jill Foster, Professional Communication , Gerd Hauck, Real Institute, Jacky Au Duong, Centre for Communicating Knowledge

With increased pressure on educational institutions to offer 'globalized' learning experiences, there has been a surge in experiential learning opportunities abroad for many students. While these experiences have been marked for their ability to enhance 'cultural competence' for students, we are remiss to impact on local communities. Because this topic has no single solution and instead requires careful and nuanced considerations of self as a learner in relation to the global context, we have developed a performance pedagogy to evoke critical thinking and ethical practice. The performance borrows from Augusto Boal's theatre of the oppressed to translate research findings from a study conducted in Tanzania and Canada with international health work volunteers. The play delves into concepts such as cultural safety, neoliberalism, colonialism and voluntourism. Integrated and post-performance discussions were used to strengthen audience members' participation and critical-thinking and dialectical capacities in this area. This project offers an innovative approach to education through the use of experiential, cross-curricular and multi-disciplinary learning strategies. In this presentation, we will discuss our experience developing and re-mounting a knowledge translation performance designed for the classroom, as well as finding yielded from our mixed methods research study

A9. Teaching Through Texts and Objects (20 mins)

Kathryn Underwood, Jessica Vorstermans, Early Childhood Studies, Kathryn Church, Disability Studies

This presentation will showcase how we can use text and objects to bring clarity to complex ideas from research on the Inclusive Early Childhood Service System project (IECSS) for the purpose of teaching. Through research conducted in five communities across Ontario, Canada (urban, rural, and remote), the IECSS project maps the institutional imprint on families of disabled childhoods. We asked parents to show us documents, texts or objects that represented the experience their family had with accessing early years services. We then asked what meaning the object held for the family or for institutions. This session will take up a multi-media presentation of 11 text and objects as an innovative tool for teaching. The session will highlight the impact of teaching through text and objects, highlighting how tensions and larger complex ideas can be engaged with through these singular objects

A10. Switching from Traditional to Active Teaching in STEM: Problem-Based Learning Strategies (20 mins)

Noura Sinno, Civil Engineering

Engaging students in the classroom is one of the main motives for them to attend. Traditional teaching focuses mainly on lecturing which reduces the student attention in the classroom as compared to active learning. Engaging students can start by simply asking them questions related to the lecture and challenging them to find solutions or by opening discussions in the classroom. Problem-Based Learning (PBL) is a non-traditional teaching technique where the problem drives the learning. First, a problem is presented. Students must then search for the information needed to help them solve it. In PBL, learning is student-centered and the instructor's role is not lecturing, as in the traditional style of teaching that has dominated engineering and science education, but coaching the students to acquire knowledge and to become self-directed learners. Problem-based learning promotes a better understanding of course concepts and improves the problem-solving skills of the students as well as their communication, presentation and teamwork skills. Students find PBL to be a very motivating and effective means for learning. They are more engaged in class because they recognize that they are acquiring important skills which will help them succeed in their future careers. The combination of problem-based learning with traditional teaching in engineering and science strengthens the teaching-learning process

RCC 201

A11. Learning Inside and Outside of Classroom: Case Studies in Architectural Science and Engineering (20 mins)

Medhat Shehata, Civil Engineering, Vera Straka, Architectural Science, May Yan, Library

Student competitions offer a unique way of learning outside of classroom while capstone or studio project is an engaging mode of learning inside classroom. Both modes have a number of advantages including: increase student motivation, encourage deeper learning, improve student research methods, provide opportunities for interdisciplinary or multidisciplinary work, increase student-to-student and student-to-faculty interaction and provide students with professional skills. This presentation will cover two case studies from Architectural Science and Engineering. Race to Zero is a U.S. Department of Energy Competition. It is now in its fifth year and provides an excellent opportunity for students to propose a solution to a housing problem which results in a very low energy consumption with a target of net zero energy and is affordable. This provides students with an opportunity to work collaboratively on a complex project with faculty advisors and industry partners. The Department of Architectural Science has been participating in this competition since it was introduced either as an extracurricular activity or as a studio project in the final year of the undergraduate program. The American Concrete Institute Competitions enable students to apply what they learn in classrooms to actual design or solution to an existing challenge. Students in Civil Engineering have been participating in these competitions for years and secured a number of awards. This presentation will cover a number of competitions and show how each one of them addresses specific criteria and attracts different group of students. The learning outcomes are analyzed and will be presented

POD 372

A12. Educating Your Next New Hire: Serious Games and Proximal Moral Challenges (50 mins)

Chris MacDonald, Hilary Martin, Ted Rogers Leadership Centre

Traditional business ethics education is hampered by two key barriers. One is the dryness of the dominant lecture-and-discussion pedagogical method. The other is the distance, in career terms, between the 19- or 20-year-old learner and the 60-year-old executive who is the central figure in so many business ethics teaching cases, both real and hypothetical. The average undergrad simply cannot be expected to relate well to the ethical dilemmas faced by a C-suite executive. The result is that engagement is hampered, and whatever is learned may not be applicable to the student's career until decades later. This presentation will explain a two-pronged approach, being piloted by the Ted Rogers Leadership Centre, to remedy this problem. The first prong is an approach to case-writing that focuses on the ethical challenges faced by new young people specifically within their first 5 years after graduating from university. We will discuss the empirical research we are carrying out, and how the results of that research is being turned into cutting-edge teaching cases. The other prong involves a move away from static, paper-based cases to an online "serious games" format. The format used turns ethics cases into "choose-your-own-adventure" games designed to draw the participant into an engaged, participatory mode of learning. Both prongs are currently supported by research grants, and will be moving into classrooms this fall

VIC 205

A13. Brave Conversations: Building Empowering Spaces for Students with Disabilities (50 mins)

Rudhra Persad, Tri-Mentoring, Almerinda Colella, Social Work, Michelle Woolfrey, Arts and Contemporary Studies

In this dynamic session centred around the lived experiences of three undergraduate students, all living with disability, we will explore the space where disability, learning, and access intersect. With openness and vulnerability driving our session we will share our challenging and enlightening experiences, navigating the spaces these intersections create. We will do this by refuting common myths about the deep learning students with disabilities can experience both inside and outside of the classroom. We will identify and explore potential barriers for students with disabilities in the various arenas of their post secondary experience such as the classroom and on campus employment. Our presentation will engage and empower both faculty and staff supervisors with practical methods they can utilise in modifying teaching or management styles related to how learning or supervision can occur. Feedback can be delivered in a manner to successfully facilitate learning, employ, support and empower students with disabilities. We will identify practical steps that faculty and staff can implement to build space where students with disabilities are able to thrive, challenge biases and assumptions we hold regarding students with disabilities, and continue to shift culture at Ryerson University to create spaces to have brave conversations about inclusion and belonging

A14. Mindfulness as a Professional Skill (50 mins)

Lisa Taylor, Ann Rauhala, Journalism, Diana Brecher, Student Affairs

Anxiety can be a challenge in many vocations and journalism is no exception. The Ryerson School of Journalism's (RSJ) emphasis on experiential learning means that journalism students are engaged in "real world" tasks such as conducting news interviews from their first days in either the undergraduate or graduate journalism degree programs, a core skill they practice throughout their time at RSJ. They often report heightened discomfort about doing interviews, whether that is over approaching strangers or asking uncomfortable questions of potentially unfriendly subjects. Why not introduce them to some "soft" skills that could enhance their professional competence? Inspired in part by the role of mindfulness embodied in the THRIVE RU five -factor model of resilience, and informed by the Koru meditation program pioneered at Duke University, we designed, taught and led four weekly sessions in mindfulness meditation to a mixed group of undergraduate and graduate journalism students. We measured their stress levels before and after the training, using a well-established tool for measuring self-reported anxiety. This project, funded by the LTO, has spurred us to consider adding this dimension to our classrooms and to advocate that it be added to our curriculum. We believe that this, or perhaps one more tailored to a specific vocation, could be of benefit to students in a range of programs and/or faculties. The session includes a brief, simple experiential exercise in mindfulness meditation.

VIC 303

A15. Deliberate Practice and the 'How-to' of Interpersonal Skills Development: 25 years of Live-Actor Simulation at Ryerson (50 mins)

Brenda Massey-Beauregard, Katherine Turner, Margot Collins, Geoff Kolomayz, Jeff Doner, Interpersonal Skills Teaching Centre

Make no mistake soft skills, including interpersonal skills, are hard to learn. Mastering them requires deliberate, meaningful practice. Interpersonal skills are essential, transferable, and in high-demand among employers. They impact personal as well as professional relationships and are being recognized more frequently as key indicators of overall success and wellbeing. Ryerson is committed to providing more and better experiential learning opportunities for students to develop these skills over the course of their post-secondary education. The ISTC Live-Actor Simulation Program is a proven, valuable resource for faculty, staff, and students seeking to integrate experiential learning into their curriculum or professional development programs. This session will highlight the how-to's of using live-actor simulation. Experience a 'day-in-the-life' of the ISTC team and explore the inner workings of the live-actor simulation program with our training and program management staff. From initial consultation and booking right through to facilitation and follow-up we'll walk you through every step of the process. Engage in a brief scenario with one of our talented simulators and begin to brainstorm ideas for how live-actor simulations might be used in your course, program or workshop

VIC 501

Upper Gym

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