

# Concurrent Session C, 1:50-2:40pm

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**C1. Self-directed students and an innovative model of hybrid teaching in communication and design (20 mins)**

Bernie Murray, Fashion

ENG 103

**C2. Teaching web design: Practice, theory, pedagogy, and learning outcomes for the 21st century postsecondary student (20 mins)**

Noah Schwartz, RTA School of Media.

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**C3. High impact practices for nontraditional learners (50 mins)**

Linda Koechli, Anne-Marie Brinsmead, Dalia Hanna, Nenita Elphick and Muthana Zouri, Chang School.

RCC 204

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**C4. Debugging programming pedagogy (20 mins)**

David Tenty, Computer Science.

LIB 72

**C5. A high Similarity Index does not a plagiarist make: Let's talk Turnitin! (20 mins)**

Andrea Ridgley, Academic Integrity Office and Erin Rielly Clarke, Digital Media Projects Office.

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**C6. Alternative assessments in courses (50 mins)**

Michelle Green, Registrar, Paola Borin, Office of the Vice Provost Academic, Wendy Freeman, Office of eLearning, Eric Kam, Learning & Teaching Office, John Turtle, Senate.

ENG LG2

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**C7. Keeping up with the Kielburgers? Dimensions of ethical student engagement in the Global South (20 mins)**

Emma Wright, Ryerson International and Kevin O'Neill, Amref Health Africa.

ENG LG12

**C8. Using content analysis to study learning in the wild on Reddit (20 mins)**

Anatoly Gruzd, Business Management, Caroline Haythornthwaite, Syracuse University, Priya Kumar, Social Media Lab, Sarah Gilbert, University of British Columbia, Marc Esteve del Valle, University of Groningen and Drew Paulin, UC Berkeley.

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**C9. Game on, you crazy diamond! Increasing student engagement through gamification, an integrated digital technology platform for academic, career, personal development and social connectedness (20 mins)**

David Chandross, Lars Svekis and Naza Djaforova, Chang School.

RCC201

**C10. PowerPoint: The problems, according to students, and some solutions (20 mins)**

Sheila O'Neill, Professional Communication.

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**C11. ThriveRU in motion: Bouncing back, getting gritty (50 mins)**

Ann Rauhala, Lisa Taylor, Dan Berlin, Journalism and Diana Brecher, Scholar in Residence, ThriveRU.

POD370

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**C12. Innovations in Teaching & Learning Intro Accounting / Finance Significantly Reduces Failure Rate**

Brad MacMaster, Accounting.

POD372

**C13. Your one-stop writing SSHop: Fostering skill-retention, meaningful participation, and enjoyment in SSH 205 Academic Writing and Research through an interactive website containing flipped lectures and online workbooks (20 mins)**

Paul Chafe, English.

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**C14. Building research capacity through learning and doing (20 mins)**

Nicholas Carveth, School of Social Work, McMaster University, Monique Benoit, School of Health, Education & Human Services, Yukon College, Susan Preston, School of Social Work, Ryerson University.

KHS335

**C15. The elephant in the classroom: Off-task use of devices and the learning contract (20 mins)**

Linda Schofield and Susan Cody, Professional Communication.

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**C16. An Anti-Black Racism Summer Leadership Institute at Ryerson University (50 mins)**

Jennifer Clarke, Akua Benjamin and Idil Abdillahi, Social Work.

KHE121

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**C17. In-Touch online learning platform for unconventional learners (20 mins)**

Angelique Paul, Digital Media.

KHE125

**C18. Engaging students through inclusive Orientation offerings (20 mins)**

Akeisha Lari and Andrew Bisnauth, Ryerson Student Affairs.

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**C19. Flexibility in the Classroom (50 mins)**

Natalie Roach, Student Health and Wellness, Michelle Schwartz, Learning & Teaching Office and Marc Emond, Academic Accommodation Support.

**KHE321A**

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**C20. Reality bytes: @RU\_Coop's adventures in simulation-based learning to boost student occupational self-efficacy (50 mins)**

Taryn De Ruyter, Ryerson Co-op Office.

**VIC203**

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# Concurrent Session C Descriptions

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## C1. Self-directed students and an innovative model of hybrid teaching in communication and design (20 mins)

Bernie Murray, Fashion

Strategic goals at Ryerson include innovative learning opportunities and new experiences for students. Current priority areas are enhanced experiential learning opportunities; alternative assessments; adoption of innovative technologies; or measurement of enhancement of student learning. The purpose of this project was developing hybrid courses to enhance learning experiences and encourage students to be self-directed by monitoring their progress that may help them develop into lifelong learners. Each module included the course content, learning outcomes, reflective questions, and activities. Learning outcomes for each module allowed students to take responsibility for their progress while the course was active. The evaluation process to determine the success of this mode of course delivery involved a reflective survey for the instructor, technical assistant, and students. This project aligned with the university's academic plan as it attempted to enable greater student engagement and deep learning within the curriculum. The benefits included: (1) aligning with the strategic goals of the university to create flexible learning modules; (2) providing opportunities and preparation for the technical assistant for an advanced degree; (3) examining the course content, learning goals, and assessment measures that may enhance learning experiences and provide clarity for students; (4) addressing the needs of the 21st century learner: access to course materials that are available online; (5) developing efficient modules that use lecture time in an effective way; and (6) helping students to become self-directed lifelong learners. This project was funded by the Learning & Teaching Office.

## ENG 103 C2. Teaching web design: Practice, theory, pedagogy, and learning outcomes for the 21st century postsecondary student (20 mins)

Noah Schwartz, RTA School of Media.

This interactive presentation provides an overview, discussion, and analysis of the design, development, and delivery of a modernized Introduction to Web Design for postsecondary students. For the past decade introductory web design courses have been taught across post-secondary institutions at both the college and university level. Web design courses must address the consistent evolution of web standards and the proliferation of mobile devices. This discussion introduces a newly developed web-based textbook prototype that was utilized as the primary resource for the course. This textbook prototype is used in tandem with active self-directed learning techniques, problem solving exercises, interactive lectures, and a tangible final project to increase student engagement and result in desired learning outcomes. The pedagogical design is based on a framework informed by developments from the field of Curriculum Studies with an emphasis on Blended Learning and Universal Design Principles. The textbook is freely available online and accessible across all devices which enables students to follow along with the presentations in class or pursue their self-directed learning. Developed in 2016, the course content is focused on contemporary web design theories and practices, and the course was delivered twice during the first quarter of 2017 to students at OCAD University Continuing Studies and Ryerson RTA School of Media. Students today are actively engaged in social media and other web-based interactions and it is imperative that post-secondary education provide applicable and up-to-date theory. Engagement can be improved when web design courses reflect the modern technological and cultural environment.

## C3. High impact practices for nontraditional learners (50 mins)

Linda Koechli, Anne-Marie Brinsmead, Dalia Hanna, Nenita Elphick and Muthana Zouri, Chang School.

These days, a nontraditional student isn't all that nontraditional. The lines have blurred. We're in an era of increasing student diversity in age, gender, and culture. Many work full time, while juggling other responsibilities. These factors, as well as advances in technology, give rise to increased expectations for access, flexibility, engaged learning, and career readiness. In the context of this ever evolving ecosystem, we will examine innovations from The Chang School of Continuing Education that meet the needs and demands of the "nontraditional" learner. Join us to learn about:

- Fully online university level certificates with virtual labs and wrap around student learning support
- How to design and manage online capstone projects, practicums and field placements
- Academic skills and cultural integration for international students
- Experiential Learning Exchange (ELX) - a flexible, competency-based, and adaptive learning model

RCC 204

## C4. Debugging programming pedagogy (20 mins)

David Tenty, Computer Science.

Creating meaningful assessments, both tests and assignments, in disciplines with a significant programming component, such as Computer Science or Computer Engineering, is becoming increasingly challenging. With increasing enrolment and widespread online collaboration by students on social media and other platforms we are seeing new challenges in both the logistics of administering meaningful, interactive assessments at scale and generating assessments which reinforce learning objectives while preserving academic integrity and being meaningfully evaluable by course staff with available resources. This presentation will review some of the challenges in the context of programming assessments, as well as methods and tools in use at Ryerson and other institutions for meeting those challenges, including popular tools for assignment evaluation and plagiarism detection. Participants in the session will gain familiarity with tools used to aid in the delivery of programming assessments. Participants will also be invited to participate in an interactive demonstration of some of the tools. We will conclude with outstanding problems and opportunities for further research and development.

LIB 72

## C5. A high Similarity Index does not a plagiarist make: Let's talk Turnitin! (20 mins)

Andrea Ridgley, Academic Integrity Office and Erin Rielly Clarke, Digital Media Projects Office.

While faculty can apply pedagogical methods to discourage plagiarism and poor scholarship 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 also focus on using Turnitin as a tool for evaluation and feedback that benefits students' engagement and learning. This includes how Turnitin works within Ryerson's Learning Management System, Brightspace by D2L.

## C6. Alternative assessments in courses (50 mins)

Michelle Green, Registrar, Paola Borin, Office of the Vice Provost Academic, Wendy Freeman, Office of eLearning, Eric Kam, Learning & Teaching Office, John Turtle, Senate.

This interactive session is about learning-centred approaches to assessment, how to tie assessments to curriculum learning outcomes, and digital tools you can use to create engaging assessments. We realize that many instructors already use alternatives to traditional exams and papers, but for those who are interested in trying some out, we will discuss examples such as having students write a blog, analyze a case study, review a book, create a product, and more. The goal is to look at ways to engage students by providing new opportunities to demonstrate what they've learned.

ENG LG2

## C7. Keeping up with the Kielburgers? Dimensions of ethical student engagement in the Global South (20 mins)

Emma Wright, Ryerson International and Kevin O'Neill, Amref Health Africa.

This session will introduce current points of discussion in the international education community regarding the ethical considerations associated with student programming in the Global South. While universities have been working to encourage students to pursue academic experiences abroad, students are also faced with an ever-increasing influx of media that promote what is now commonly understood as 'voluntourism': short-term, non-academic, feel good experiences often located in marginalized communities of the Global South. While these trips may provide students with the opportunity to experience a different part of the world, they often lack a deeper analysis into the global structures that inform inequality and difference internationally. In addition, there is the possibility that they can invoke more harm rather than benefit for host communities. Members of the Ryerson International team will present alongside Ryerson faculty members and students to provide a diverse perspective of experiences. An overview of some of the current research and tools of best practice for ethical engagement in the Global South will be shared, alongside two examples of Ryerson programs (RTA Humanitarian Media program and the Amrita University Live in Labs Program) that demonstrate how thoughtful programming can potentially address some of the negative tendencies present within typical 'voluntourism' projects. A focus on balanced partnership development, host community voice and direction, and critical reflection and learning support for students are all key aspects that will be highlighted.

ENG LG12

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**C8. Using content analysis to study learning in the wild on Reddit (20 mins)**

Anatoly Gruz, Business Management, Caroline Haythornthwaite, Syracuse University, Priya Kumar, Social Media Lab, Sarah Gilbert, University of British Columbia, Marc Esteve del Valle, University of Groningen and Drew Paulin, UC Berkeley.

Reddit, a popular social news aggregation site described as 'the front page of the Internet', is fundamentally reshaping the ways in which people engage in collaborative knowledge sharing and informal learning. In this session, we consider how learner-participants ('Redditors') are leveraging subreddit communities to facilitate self-directed exploratory learning processes in the online environment. The research focuses on three prominent subreddit communities ('askacademia', 'askpolitics', 'askscience') and assesses the types of information, ideas and resource content being shared across multiple discussion threads. Building on initial evaluation results, the session will introduce our 'learning in the wild' coding schema for Reddit. This schema builds on research in the area of learning analytics that addresses instructor interest in the different types of discourse, exploratory talk, dialogue and overall quality of conversations happening in online discussion. The session aims to inform policy and moderation practices for collaborative learning that is open beyond the confines of the classroom.

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**C9. Game on, you crazy diamond! Increasing student engagement through gamification, an integrated digital technology platform for academic, career, personal development and social connectedness (20 mins)**

David Chandross, Lars Svekis and Naza Djaforova, Chang School.

The Chang School has been developing advanced gamified systems to increase student engagement. These systems include the design of a tracking "fitbit" for combined academic, career, personal wellness and social connectedness, a soft skills development game called "Rock Empire" and a complex deep game called "Avalon" which are entering beta testing this year. In this presentation we will describe how we designed these platforms and worked collaboratively across disciplines and departments to increase student engagement in distance education and in the classroom. Each of these game systems arose from the continued generous support of the Learning & Teaching Office and strong departmental administrative support within the Chang School.

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**RCC201 C10. PowerPoint: The problems, according to students, and some solutions (20 mins)**

Sheila O'Neill, Professional Communication.

Let's discuss the many ways that we can make PowerPoint inspiring. PowerPoint can be a wonderful teaching aid. However, many of our students report that it is often boring, in lectures full of textbook-based slides read out by professors, which are often also available to students on their computers. Other students complain about the endless parade of long Bullet Points sometimes in small print. We, the teachers, often complain about these endless parades in some of our own meetings. And yet, business of all kinds thrives on PowerPoint. We see it used well in boardrooms, in marketing pitches, in environmental analyses, and so on, as well as at conferences and TED Talks. Many people send illustrated e-mail reports and letters created on PowerPoint to individual clients. I have lately seen teachers here at Ryerson getting students to make PowerPoint shows in small groups in the classroom, and then put them on the screen in the same session very successfully. Let us make our classrooms more interactive.

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**C11. ThriveRU in motion: Bouncing back, getting gritty (50 mins)**

Ann Rauhala, Lisa Taylor, Dan Berlin, Journalism and Diana Brecher, Scholar in Residence, ThriveRU.

Mindfulness, gratitude, optimism, self-compassion and grit—all essential factors of resilience. How can these be useful in promoting resilience in our students? In December, 2016, faculty and staff from the School of Journalism participated in a five-session training program on resilience designed to cultivate awareness, attitudes and skills associated with thriving. This training program, based on best practices within Positive Psychology, was designed and led by Dr. Diana Brecher, Scholar in Residence for the ThriveRU initiative.

**POD370**

We learned the five-factor model of resilience and quickly began to implement elements of this model with our students. This is our story. Diana Brecher will present the five-factor model of resilience and describe the ThriveRU program. Dan Berlin, an instructor in the School of Journalism, used ThriveRU strategies to help students deal with negative self-talk and other behaviours that adversely affect their productivity and well-being. Professor Lisa Taylor will explain how a classroom exploration of the concepts of grit and resilience helped first-year students adapt to the challenges of daily writing and reporting assignments. Ann Rauhala, Associate Chair of the School of Journalism, will talk about how the School of Journalism met ThriveRU and why that sparked a school-wide response to toxic influences in journalism.

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**C12. Innovations in Teaching & Learning Intro Accounting / Finance Significantly Reduces Failure Rate**

Brad MacMaster, Accounting.

I developed and refined a hybrid course in financial management basics for entrepreneurs & small business owner-managers (FIN305 / ACC340). The subject is feared by many, especially those lacking confidence in their quantitative abilities. This course fills a need for our business-career-minded students, for whom being functional in basic financial management skills is as essential as being tech- and social-media savvy. The course was designed to overcome several challenges in teaching & learning introductory accounting / finance at the university level. Several of these were identified in a multi-university study group. Evidence of challenges for students manifested itself in high historic course failure rates. We will briefly discuss what these challenges are and approaches that seem to have helped overcome them in this situation. This course has several pedagogical and content innovations, including its hybrid format, the weaving of four neuro-psych learning principles throughout content & activities, culling content irrelevant to a goal of functionality, a propriety approach to deconstructing & making sense of financial statements, and a student partnering initiative. Perhaps some of these ideas might be suitable for your course(s). The average failure rate for this course over two semesters has been 4%. But more importantly, the goal of guiding students to develop functionality in an area they need but would rather avoid seems to have been achieved for a significant proportion of the students. But, the quest to help as many students as possible continues!

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**POD372 C13. Your one-stop writing SSHop: Fostering skill-retention, meaningful participation, and enjoyment in SSH 205 Academic Writing and Research through an interactive website containing flipped lectures and online workbooks (20 mins)**

Paul Chafe, English.

With the support of an LTEF grant, I was able to build on my previous LTEF-funded experiment in flipped lecture delivery in my sections of Ryerson's introductory writing course, SSH 205: Academic Writing and Research and produce an SSH 205-exclusive website that housed the flipped lectures and also functioned as an online workbook for my students. Increased class sizes counteract the fundamental goals of SSH 205 to foster hands-on learning and student-instructor interaction. In an effort to guarantee student participation, empowerment, and skill retention, as well as provide instructors with the time and tools they need to respond to the individual needs of each student, I employed the engineers at SharpScholar to create an SSH 205 website that functioned as an interactive online "workbook" through which students viewed flipped lectures, then submitted assignments for which they received feedback they could use immediately during in-class writing workshops. Compared to the students of previous semesters, the students of my winter 2017 sections of SSH 205 displayed a greater and quicker understanding of key concepts, and demonstrated a higher and earlier engagement with the course material. In this session I will discuss my experiences developing and implementing the online components of my winter 2017 sections of SSH 205, explain how they changed the in-class dynamic of my classrooms, detail my research findings, assess student impact, and discuss how these methods dovetail with current pedagogy and best practices concerning the delivery of introductory writing courses.

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**C14. Building research capacity through learning and doing (20 mins)**

Nicholas Carveth, School of Social Work, McMaster University, Monique Benoit, School of Health, Education & Human Services, Yukon College, Susan Preston, School of Social Work, Ryerson University.

This session will explore the experience of two students, one from Ryerson University and one from Yukon College, as they engaged with a research project in the Yukon. This project, focused on social work practice, was designed to offer a parallel process of conducting research and building research capacity through a process of learning and doing. The session will include narratives from both students, as they lead the group through the research process. The faculty member associated with the research project will provide a brief overview of the project at the beginning but the majority of the presentation will be the two students reflecting on their experiences, noting strengths, challenges and key learning moments in the process.

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**C15. The elephant in the classroom: Off-task use of devices and the learning contract (20 mins)****KHS335**

Linda Schofield and Susan Cody, Professional Communication.

In 2017, student disengagement in the traditional classroom is apparent. During lectures, in-class exercises, and peer presentations, many students are busy using their smartphones, tablets and laptops for off-task activities. Instructors can no longer assume students will engage with in-class activities or listen, reluctantly or willingly, to a carefully prepared lecture. As instructors, the authors of this conference proposal encountered the challenges of student distraction long before smartphones entered the mix. After laptops became mandatory in a multi-section communication course delivered to information technology students at Ryerson, we began in 2005 to survey students—and later instructors—about the impact of off-task technology use in the classroom in order to determine how students would react to restrictions. Qualitative data from four sections taught by a single instructor in Winter 2010 revealed a surprising fact: many students supported restrictions. However, now that digital devices are ubiquitous, a culture of intolerance for their distractive impact on learning has not developed. In an effort to determine why, we will review a number of studies on the impact of off-task use of devices on student learning and examine the challenges of implementing recommended solutions. We will end with a guided brainstorming session with the audience to draft a realistic approach to fostering student engagement in the classroom. The audience should come away with a clear picture of the key issues and possible solutions.

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**C16. An Anti-Black Racism Summer Leadership Institute at Ryerson University (50 mins)**

Jennifer Clarke, Akua Benjamin and Idil Abdillahi, Social Work.

KHE121

Following a successful Anti-Black Racism Conference: Community, Resistance and Criminalization at Ryerson University in February, 2016, we developed a plan to build the leadership capacity of young scholars, students, staff, practitioners and community members from the Greater Toronto Area (GTA). As leaders in Anti-Black racism (ABR) scholarship, we held a Summer Leadership Institute at Ryerson in July and August 2016, involving leading Black studies/critical race scholars and students from universities across Ontario. The aim of the Institute was to help prepare the next generation of anti-Black racism scholars and leaders with knowledge and leadership skills to advance the scholarship and pedagogy of anti-Black racism in university classrooms, public schools, communities, movements, organizations and institutions. In this presentation, we will share reflections on our experiences with curriculum development and pedagogical approaches in delivering a summer leadership institute, and specifically how we: 1) brought together Black studies/critical race scholars from universities across Ontario to examine anti-Black racism across a range of institutional and organizational settings (e.g. schools, child welfare, criminal justice, hospitals, etc.) to help prepare young scholars, graduate students, staff, practitioners and community members particularly those working with Black populations; 2) facilitated the exchange of ideas and practices between scholars, under/graduate students, practitioners and community members so they become more equipped with the knowledge and skills of bringing ABR into teaching, research and practice in their respective institutions; and 3) promoted ABR thought leadership and capacity building through the sharing of knowledge in workshops and collaborative ABR work.

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**C17. In-Touch online learning platform for unconventional learners (20 mins)**

Angelique Paul, Digital Media.

KHE125

Our current education system expects all children to learn the same way; In-Touch helps unconventional learners understand and absorb material in the own unique style. For the purpose of my project I define an unconventional learner as someone who learns through methods that are not currently offered in our school system. This lack of support usually results in students feeling unintelligent and isolated. Through investigation the common denominator between both the parents and alternative learners are the feelings of frustration and helplessness. To address this issue, I propose an online platform called In-Touch that extends the learning experience beyond classroom hours and serves as a safe space for the instructor to focus on a particular student and facilitate their needs. Unconventional learners often feel isolated and lack confidence in a large classroom setting. Asking questions in front of a room of students seeming to understand can be intimidating and position an individual as lesser or unintelligent. Through this platform students will have the privacy and confidence to pose questions and receive feedback without calling the attention of their classmates. Additionally, through this line of communication the teacher has the opportunity to pinpoint problem areas and develop online assignments and questions that would address the problem area and in-turn add to the process of individualized learning. Similar to the Remind App that allows the teacher, student and parents to safely text regarding assignments and classroom reminders; In-Touch facilitates a conversation between all three parties. Parents are vital to the learning process of an unconventional learner, therefore this platform provides them a first-hand look into their child's learning experience and provides updates and progress reports.

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**C18. Engaging students through inclusive Orientation offerings (20 mins)**

Akeisha Lari and Andrew Bisnauth, Ryerson Student Affairs.

Orientation is often the first time many incoming students journey on to their new campus. This presents exciting opportunities for us at Ryerson to engage this new group of students, to share our Ryerson values and introduce a sometimes fundamental shift in thinking for students. Ryerson's Orientation has undergone many iterations in the last 3 years to create an orientation experience founded in the values of Equity, Diversity and Inclusion. We believe that inclusion is about meeting the needs of the whole student including all aspects of their social identity as well, going further to focus on the need to attract commuter students and cater to different personality as part of our Orientation offerings. We aim to create student-centred, student-informed Orientation offerings that will intentionally create opportunities for students to connect to each other, feel a sense of belonging to campus and feel welcomed into the Ryerson community.

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**C19. Flexibility in the Classroom (50 mins)**

Natalie Roach, Student Health and Wellness, Michelle Schwartz, Learning & Teaching Office and Marc Emond, Academic Accommodation Support.

KHE321A

Our classrooms have become more and more diverse over the last several decades, and with this diversity of student population has come a diversity of learning styles and needs. Research has clearly shown that flexible teaching practices can address this diversity of needs and enhance the student experience, leading to better learning outcomes. Mental wellness can also be strongly affected by flexible teaching practices by reducing stress, allowing students to develop their strengths and giving them more control over their education. Flexibility is a very broad term, but in general terms it means providing students with multiple pathways to achieve the end goals. This may be as simple as providing flexible deadlines for assignments, or choices of assignment types. The Ryerson Mental Health Committee (RMHC) has recently undergone an exercise researching flexible teaching practices in a variety of fields, through interviews with innovative teaching professionals at both Ryerson and York University, as well as an in-depth literature review. This presentation is intended to present and review these practices as they may be implemented in different types of courses, and to identify the benefits for faculty and students that these practices can bring.

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**C20. Reality bytes: @RU\_Coop's adventures in simulation-based learning to boost student occupational self-efficacy (50 mins)**

Taryn De Ruyter, Ryerson Co-op Office.

VIC203

If #worklife was a video game, you don't get unlimited 1-ups. Is it really a surprise, then, that today's Canadian university and college students, as well as their employers, feel they are unprepared for employment situations? But what if you could pause, reset and try again? Emerging from enterprising intra-departmental collaboration between the Office of Co-operative Education, Interpersonal Skills Teaching Centre (ISTC), and the Ryerson Co-operative Education Students' Association (RUCSA) at Ryerson University, the Navigating Workplace Challenges simulation revives student-generated vignettes with live actors and peer leaders. Infused with social cognitive theory, and incorporating a design where participants help one another, the proposed presentation will offer a window into building occupational self-efficacy in post-secondary co-op students via simulation-based experiential learning workshops.

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