Poster Session, 5:00-6:30pm

P1. **Wins, woes & wishes: Implementing accessibility in our work**

Jennifer Barcelona, Allysa Martinez and Amanda Lin, Tri-Mentoring Program.

P2. **Strategies for inclusive and culturally competent classroom: A pilot study**

Nagina Parmar, Chemistry and Biology, Peter Monkhouse and Gerald Mak, Communications Management.

P3. **Tutorial videos**

M. Juliana Carvalho and Tetyana Antimirova, Physics.

P4. **Students' perceptions of the ethical implications of the utilization of biometric data in targeted digital marketing**

Franklin Ramsoomair, Business Management.

P5. **Ryerson's Commuter Hostel Program: Providing opportunities for commuter student engagement**

Ian Crookshank, Valerie Bruce and Tiffany Tam, Housing and Residence Life.

P6. **Effects of transformation initiatives in curriculum development: A case study on teaching research methodologies for postgraduate students in Chemical Engineering**

Amira Abdelrasoul and Simant Upreti, Chemical Engineering.

P7. **Blended Learning- "Online delivery via CAMTASIA as a complement to in-class lectures"**

Rajeshwari (Raji) Iyer, Chemistry and Biology.

P8. **Knitting the cultural divide: The academic and socioemotional benefits of access supports for underrepresented student populations at Ryerson University – A Spanning the Gaps project**

Tsasha Awong, Diana Katgara and Janice Pinto, Spanning the Gaps.

P9. **Awakening undergraduate nursing students' critical awareness about men's health and health literacy: A workshop/evaluation project**

Margareth S. Zanchetta, Farha Patel and Yan Mok, Nursing.

P10. **Working with students to enhance performance on audio-visual probe questions.**

Margareth S. Zanchetta, Sharon Paton, Franklin Gorospe, and Barbara Mcgovern, Nursing.

P11. **Why social media might be the best way to develop new modes of lecture delivery on campus, online and in the future: A controversial view**

William Ju, Chang School, and Sabina Trebinjac, Andrea Macanović, Kelly Aiello, Luke Bannon, and Mona Wang, Human Biology.

P12. Engagement through arts-informed methods in the social work classroom: Educators sharing inspiration

Samantha Wehbi and Jordyn Perreault-Laird, School of Social Work, Ryerson University, and Yahya El-Lahib and Ganna Zakharova, Faculty of Social Work, University of Calgary.

P13. Teaching excellence at Ryerson: 2017 University Teaching Award winners

Michelle Schwartz, Learning & Teaching Office, Janice Waddell, Nursing, Dana Lee, RTA School of Media, Chris Gibbs, Hospitality and Tourism Management, Vicki Van Wagner, Midwifery Education Program and Marni Binder, Early Childhood Studies.

P14. Safe Set Work for Every-Body

Valérie C. Kaelin, Image Arts, Scott Martin, Theatre Performance Design and Marlena Pearson, Psychology.

P15. Using concept maps to enhance learning, critical thinking, and students' experience

Barbara McGovern, Annette Bailey and Jonathan Barrios, Nursing.

P16. A review of the Library's liaison librarian model

Cecile Farnum, Ryerson University LIbrary & Archives.

P17. Taking disability activists online: Creating collaborative web-docs and accessible pedagogy in Toronto

Nicole Meehan, Carolyn Lee-Jones, Marsha Ryan, Pauline Mwangi, Laura Mele, Abby Magpayo, Chelsea Jones, Kimberlee Collins and Emily Delbecchi, Disability Studies.

P18. Senior nursing student-led workshop tackling the NCLEX audio-visual hurdle

Margaret Cowperthwaite and Helen Minassie, Nursing.

P19. A new look for D2L Brightspace!

Stephanie Goetz and Erin Rielly Clarke, Digital Media Projects Office.

P20. How would you engage your students in the classroom?

Restiani Andriati and Jennifer Parkin, Digital Media Projects Office.

P21. Assessing hybrid virtual labs as an alternate teaching tool for undergraduate biology laboratories

Charlotte de Araujo, Kyle Bactol and Andrew E. Laursen, Chemistry and Biology.

P22. Creating a culture of academic integrity at Ryerson University

Natalie Ramtahal and Andrea Ridgley, Academic Integrity Office.

P23. Open textbooks at Ryerson

Michelle Schwartz, Learning & Teaching Office, Ann Ludbrook and Sally Wilson, Ryerson University Library & Archives.

P24. FCS students in action: Students shaping their own learning experiences

Sanne Kaas-Mason, Janice Waddell, Community Services, Samantha Wehbi, Social Work and Melanie Panitch, Child and Youth Care.

P25. Sole Expression: A trauma-informed hip hop intervention for youth

Jennifer Martin, Emmie Henderson-Dekort, Child and Youth Care, Sara Cowan, Psychology and Jennifer Lapum, Nursing.

P26. Showing you care: Supporting students of concern

Marcelle Mullings and Mark Atia, Office of Vice-Provost, Students.

P27. Exploring with a digital companion: Uncovering Toronto's unique places and spaces with the Discovery Walks App

Andrew Millward, Geography and Reena Tandon, Arts.

P28. Interdisciplinary teaching, theory and case studies: Engaging students across interdisciplinary settings

Faisal Shaheen, Politics and Public Administration.

P29. What is Critical, Mad-Positive Mental Health?

Lois Didyk.

P30. Fake news: Critical evaluation using Ryerson Library and Archives resources

Jay Wolofsky, Lei Jin, Lisa Levesque and Ann Ludbrook, Ryerson University Library & Archives.

P31. Thriving in Action: The Stories, Themes, and Methodology of What Went Well?

Diana Brecher, Scholar in Residence, ThriveRU and Deena Kara Shaffer, Academic Accommodation Support.

Poster Session Description

P1. Wins, woes & wishes: Implementing accessibility in our work

Jennifer Barcelona, Allysa Martinez and Amanda Lin, Tri-Mentoring Program.

The topic of accessibility is often discussed within Student Affairs and starting in Summer 2016, we made a goal to increase the accessibility within the Tri-Mentoring Program. Our quick fire session will share our contrasting perspectives as full time and student staff during our experience implementing accessibility practices into our work. We will describe our journey understanding disability as a student with lived experience and as an employer of students with disabilities. Our overall messages will be about what we learned during the process, what we accomplished and what we hope for the future of the accessibility landscape, not only in Tri-Mentoring Program, but within Student Affairs as a whole.

P2. Strategies for inclusive and culturally competent classroom: A pilot study

Nagina Parmar, Chemistry and Biology, Peter Monkhouse and Gerald Mak, Communications Management.

The term cultural competency is mostly used and has been widely accepted to discuss acceptance of persons from an array of diverse backgrounds and cultures. As educators, it is inevitable to fall into the same routine each semester maintaining defined and unchanged perspectives, preventing us from reaching out and understanding our students. We as teachers and educators should be able to change the way we communicate, not only by showing how "we care," but also by creating a fair and equitable environment where students and professors can efficiently work together. This can only be achieved if we have the structured strategies that can be implemented easily in the classroom. The primary goal of this pilot project was to measure the cultural competence awareness and create new strategies tip sheet for an inclusive and culturally competent classroom by reaching students and faculties Ryerson campus. Students and staff/faculty completed assessments and face to face interviews. For the interviews, action plan questions responses were collected and categorized into students and faculty views. These observations will be analyzed, and standard fields will be identified and generated. Common elements identified will be used to create a strategies tip sheet to be implemented in classrooms across campus. Results from this study will be shared with the community in this poster.

P3. Tutorial videos

M. Juliana Carvalho and Tetyana Antimirova, Physics.

The purpose of the session is to present the work done to create a series of videos and evaluate their effectiveness. The videos are designed to address topics that the students find particularly challenging in First Year Physics courses at Ryerson. The work was completed using a 2015-2016 LTEF grant. These videos, which are currently accessible to students through D2L and Google Drive, provide students with a tool to reinforce both lecture and in-class tutorial instruction on problem solving, which is a major stumbling block for students studying physics. We will demonstrate how the video tutorials supports student engagement in the course by enabling students to access, at their own pace and time, specific instruction which relates directly to the material they learn in the course.

Participants will learn how the project funds were allocated, the process of creating the materials for the videos, the software and techniques used to record voice and screen and the preliminary results of a survey administered to evaluate the efficacy of the videos in the students' learning process.

P4. Students' perceptions of the ethical implications of the utilization of biometric data in targeted digital marketing

Franklin Ramsoomair, Business Management.

Biometric authentication is a technological tool that is a growing trend in devices such as smartphones. With these applications becoming increasingly prevalent, more users may decide to opt-in and willingly submit their biometric data. Much of the data that users supply is often used to help marketers personalize content and target advertisements to users online. This research will examine if students are concerned about the ethical treatment of their biometric data. Such treatment would involve an expectation of confidentiality. The information is obtained from subsequent authentication through digital devices, such as smartphones. However, there are companies that use the collected data to target online advertising. A survey was conducted online to gather information on how users feel about biometric applications. Once the responses were collected, a regression analysis was completed for various sets of variables to determine whether three hypotheses could be accepted or rejected. Moreover, inferences supported by the data could be made to a conclusion. A final outcome was established that students prefer that their data remain secure as opposed to it being sold to marketers and that they should be well-informed of both the risks and benefits to releasing any information. It is recommended that there be terms and conditions before consumers submit biometric data that will outline the security and privacy measures taken to prioritize transparency, and that appropriate security measures need to be strengthened.

P5. Ryerson's Commuter Hostel Program: Providing opportunities for commuter student engagement

Ian Crookshank, Valerie Bruce and Tiffany Tam, Housing and Residence Life.

Ryerson is known as a commuter school. Currently, Ryerson houses 856 students in on-campus residence facilities and while expansion of that number is progressing it is still common that many of our students have a daily commute of upwards of two hours each way or find off-campus living options at high Toronto rental prices. This sparked the idea of the commuter hostel program. We have 9-12 rooms used in the past for visting faculty and emergency room-switches that we have flipped for students to book for a night at a low cost. We will walk participants through the details of the program and discuss current assessment, feedback from students and next steps as the program grows. We will primarily focus on what this program has meant to students who have used it and how it has helped students engage in their learning. We will then engage participants in a discussion of what student engagement looks like for residence vs. commuter students and how they can think differently about engaging commuter students within existing resource frameworks.

P6. Effects of transformation initiatives in curriculum development: A case study on teaching research methodologies for postgraduate students in Chemical Engineering

Amira Abdelrasoul and Simant Upreti, Chemical Engineering.

Learning research methodologies can be a challenging process for graduate students. Fortunately, new initiatives in course development suggest that suitable development of graduate curriculum can significantly expedite the students' learning process. In this regard, the case study of designing an original research methodology course with emphasis on the Chemical Engineering discipline will be presented. This course introduces a new approach that combines both, backwards design, and the integrated course design.
The primary objective of this course is to equip students with the state-of-the-art of research methodologies and practice used to formulate, develop, and complete research problems in different fields of Chemical Engineering. In addition, this course aims to enhance the students' research experience, and ensure that it can be applied beyond academia by inculcating tolerance against obstacles, and augmenting capacity for independent work. The learning outcomes follow the cognitive and affective frameworks, as defined in Bloom's Taxonomy of desired learning outcomes. By gaining an in-depth understanding of research methodologies, students can achieve greater results, develop innovative ideas, and facilitate a positive shift in their research capabilities. This study shows the key formative features of the course, its challenges, and the ways in which these challenges can be overcome. This case study likewise discusses the importance and influence of teaching this course to graduate students, and the effects it can have on the students' research proclivity, especially on the fourth-year undergraduate students who aspire graduate studies. The future development and improvement of the Research Methodologies course will be put forward.

P7. Blended Learning- "Online delivery via CAMTASIA as a complement to in-class lectures"

Rajeshwari (Raji) Iyer, Chemistry and Biology.

The poster will highlight the benefits of combining internet-based lectures using Camtasia Studio (a video-capture software program) with more traditional methods, such as in-class lectures, case studies and videoclips. A mini audio clip for an Introductory Forensic Science course and an online tutorial for a second-year Organic Chemistry course will be featured.
The presentation will provide an overview of asynchronous learning and its advantages, its limitations and utility as a tool to stimulate student engagement. Data on student performance in classes with and without blended learning, including grade averages, the number of failures and the number of high-performing students will be illustrated.

P8. Knitting the cultural divide: The academic and socioemotional benefits of access supports for underrepresented student populations at Ryerson University – A Spanning the Gaps project

Tsasha Awong, Diana Katgara and Janice Pinto, Spanning the Gaps.

Spanning the Gaps' Bridges Program is a unique transitional program for mature learners who are interested in transitioning into post-secondary education (PSE). The Bridges Program provides mature learners with access to academic support classes as well as individual academic and personal advising, financial aid, career planning, and tutoring. This mixed-method study examined the experiences and attributes of this under-studied segment of the student population. Participants were asked to report current stressors (both PSE stress and non-academic), social fit/belonging with Spanning the Gaps (STG) and Ryerson, and perceived support from STG. In addition, students reported descriptors of their experiences so far in the program. When describing their experience with the program, learners used terms that fell into various subcategories: Help and encouragement, support, acceptance and respect, safety and comfort. Descriptors related to the self loaded into categories of worth, empowerment, and motivation. These findings were mirrored in the focus group with graduates of the program, who also described the development of confidence, self-advocacy, and self-worth as a student through the unique combination of encouragement, feelings of safety and acceptance provided by staff in the Bridges program. Two important findings emerged from the self-reported questionnaires: strong social fit with STG was related to lower procrastination on written assignments and studying for tests. Additionally, learners' perceived STG support was related to lower procrastination on attending meetings with STG staff. The latter findings underscore the relevance of social belonging and support with one's program in order to buffer stressors and foster adaptive academic skills.

P9. Awakening undergraduate nursing students' critical awareness about men's health and health literacy: A workshop/evaluation project

Margareth S. Zanchetta, Farha Patel and Yan Mok, Nursing.

Seven fourth year undergraduate nursing students as co-investigators implemented a workshop-evaluation study with 18 peers to fill in an important gap in their knowledge about men's health, health literacy and nursing practice. The workshop objectives were: (a) assess how the nursing students' participation in criticizing Canadian empirical evidence on men's health and health literacy provoke new perceptions about these issues; (b) explore nursing students' intentions of future incorporation of the aforementioned contents in their professional practice resulting from the collective debate of personal values and opinions grounded from clinical placement experience; and (c) test nursing students' skills to formulate a hypothetical short action plan about men's health and health literacy promotion to be integrated in one's chosen practice setting. The conceptual framework was based on Paulo Freire's pedagogy of critical awareness using evocative objects. Method: Interactions were digitally audio-recorded and transcribed. Verbatim coded with the software Atlas ti. Findings related to the evocative thoughts per object recalled notions of masculinity. The preliminary analysis of the immediate evaluation results to four questions indicate the key results that 38% of participants suggested this type of workshop be incorporated to nursing curriculum including the topics discussed in clinical placements, in community health nursing course and throughout their program. Other 38% of the responses were about requests for more strategies to address men's health issues. Despite their initial difficulties to create the plan of actions foreseeing their future nursing practice, participants disclosed their joy in learning and intentions to advocate for men's health and wellness.

P10. Working with students to enhance performance on audio-visual probe questions.

Margareth S. Zanchetta, Sharon Paton, Franklin Gorospe, and Barbara Mcgovern, Nursing.

Nursing programs are incorporating strategies to successfully prepare students for the NCLEX examination. A cohort of 463 students distributed into seven course sections, experienced creating and facilitating one hands-on workshop per course section targeting the use of theoretical information recall, direct observation, application of critical thinking, and problem-solving skills. Teams mostly composed of seven to eight students were guided to deliver a workshop addressing issues of in-service education to reduce the incidence of procedural errors. A variety of pedagogical guidance was provided (average 120 minutes) in meeting instructor-teams. The flexible pedagogical guidance, support, and monitoring from the definition of learning objectives framed by Bloom's taxonomy of educational objectives, stimulation to the use of appealing materials and the creation of cognitive challenges posed were highly appreciated by students. Students who created the workshops embraced the commitment of provoking peers' awareness towards common challenges in recognizing procedural errors through audio-visual probe-type questions. Concerns about appropriate preparation to enhance students' performance on procedural-based questions whose modality of knowledge testing includes audio-visual probes were somehow unfamiliar. Students believed the exposure to audio-visual examples of procedural-based questions is an effective teaching strategy that addresses their learning needs. In creating learning activities that have a high degree of relevancy, student engagement was enhanced. The contingent need of re-inventing teaching strategies promoted a unique opportunity of intellectual partnership and work collaboration among instructor and student teams. Experiential learning amalgamated knowledge-application and integration, clinical-thinking and problem-solving skills increasing learning motivation.

P11. Why social media might be the best way to develop new modes of lecture delivery on campus, online and in the future: A controversial view

William Ju, Chang School, and Sabina Trebinjac, Andrea Macanović, Kelly Aiello, Luke Bannon, and Mona Wang, Human Biology.

There is increasing interest from administration, faculty and students to develop lecture recordings that can be used in a multi-faceted ways including in online courses, flipped classrooms, as additional study aids, and for student accessibility services. This type of lecture recording and broadcast is often resource and time intensive, requiring specialized software such as Camtasia, Blackboard Collaborate, Adobe Connect or others, requiring hardware for in-class video capture as well as recording and editing studios. At the same time, development of recorded or streamed lecture delivery also places increasing demands on developing expertise that many faculty are reluctant to engage in. Throughout the 2016-2017 semester we have experimented with simultaneous in-class lectures, streaming and recording using various social media platforms. All recording types have had exceedingly positive reception from students who have used these lecture streams and their recordings. The advantages of using platforms such as OBS/Youtube, Facebook Live and Twitter/Periscope, their modes of delivery, pre-existing use of these platforms by students, ease of use, cost and time effectiveness will be compared and discussed in this poster presentation. In addition, this poster presentation will offer a student perspective on why these modes may in fact be better than more costly and intensive methods currently in place.

P12. Engagement through arts-informed methods in the social work classroom: Educators sharing inspiration

Samantha Wehbi and Jordyn Perreault-Laird, School of Social Work, Ryerson University, and Yahya El-Lahib and Ganna Zakharova, Faculty of Social Work, University of Calgary.

This interactive poster reports on an ongoing study that brings together social work education in dialogue with arts practices seeking to engage students in learning about diversity, inclusion and social justice. While anecdotal support exists for the use of arts-informed methods, there is a paucity of research exploring how such methods impact learning and teaching experiences. Moreover, the extant scholarship focuses on student experiences, with much less attention paid to educators' development. However, educator experiences are important to examine especially if they implicate themselves in the learning by choosing to adopt a social justice oriented lens to education that extends beyond lecturing or the "banking" method. Hence, our study asked: how do social work educators rely upon arts-informed methods in teaching about social justice, diversity and inclusion and in what ways do such teaching practices contribute to student engagement and critical reflexivity? As well, how do such teaching practices enhance their own development as educators committed to social justice? We conducted interviews at two universities with ten educators including tenured faculty, pre-tenure faculty and contract instructors with a wide range of teaching experiences at undergraduate and graduate levels. Interviews focused on in-class teaching experiences where educators engage students in critical thinking about issues related to social justice. Findings will be shared in an interactive manner allowing audience members to reflect on their own experiences with teaching and learning.

P13. Teaching excellence at Ryerson: 2017 University Teaching Award winners

Michelle Schwartz, Learning & Teaching Office, Janice Waddell, Nursing, Dana Lee, RTA School of Media, Chris Gibbs, Hospitality and Tourism Management, Vicki Van Wagner, Midwifery Education Program and Marni Binder, Early Childhood Studies.

Learning research methodologies can be a challenging process for graduate students. Fortunately, new initiatives in course development suggest that suitable development of graduate curriculum can significantly expedite the students' learning process. In this regard, the case study of designing an original research methodology course with emphasis on the Chemical Engineering discipline will be presented. This course introduces a new approach that combines both, backwards design, and the integrated course design. The primary objective of this course is to equip students with the state-of-the-art of research methodologies and practice used to formulate, develop, and complete research problems in different fields of Chemical Engineering. In addition, this course aims to enhance the students' research experience, and ensure that it can be applied beyond academia by inculcating tolerance against obstacles, and augmenting capacity for independent work. The learning outcomes follow the cognitive and affective frameworks, as defined in Bloom's Taxonomy of desired learning outcomes. By gaining an in-depth understanding of research methodologies, students can achieve greater results, develop innovative ideas, and facilitate a positive shift in their research capabilities. This study shows the key formative features of the course, its challenges, and the ways in which these challenges can be overcome. This case study likewise discusses the importance and influence of teaching this course to graduate students, and the effects it can have on the students' research proclivity, especially on the fourth-year undergraduate students who aspire graduate studies. The future development and improvement of the Research Methodologies course will be put forward.

P14. Safe Set Work for Every-Body

Valérie C. Kaelin, Image Arts, Scott Martin, Theatre Performance Design and Marlena Pearson, Psychology.

HR standards are so low in Hollywood that the industry is under investigation by the American Civil Liberties Union (ACLU) (Variety, 2015). Canadian practices are hardly better. Low equity, diversity, and inclusion, as well as violations of the Ontario Health and Safety Act and Regulations (OH&SA), in which too many people are injured or lose their lives, galvanized the academic team of Safe Set Work for Every-Body to challenge and re-educate the entertainment industry. In the words of Denise O'Neil Green, "Industry standards, sometimes, if not oftentimes, actually reflect the systemic problems that we're trying to confront. So, to say that we want to reflect the industry is not really the proper way of setting a goal for yourself" (2016). Safe Set Work for Every-Body (working title: Safe Scenery Shifting for Every-Body) is an instructional documentary (73 mins.) about the Canadian Internal Responsibility System (IRS) and equity, diversity, and inclusion as occupational safety factors in set work for film, television, and the live theatre. Reviewing: a) proper occupational wear, b) posture and ergonomics, c) OH&SA Regulations (The Green Book), d) classical set handling and, e) the welcoming workplace, the film presents best practices through live action demonstrations and live interviews with experts in the field, as well as animated infographics and original artwork. The project is pitched to undergraduates and apprentices entering backstage and behind the camera entertainment industry careers. We intend screenings in the classroom, at workshops, conferences, and festivals.

P15. Using concept maps to enhance learning, critical thinking, and students' experience

Barbara McGovern, Annette Bailey and Jonathan Barrios, Nursing.

In its simplest term, a concept map is a visual image representing multiple relationships among concepts (Gerdeman, Lux, & Jacko, 2013). Used as an active and innovative teaching strategy, concept mapping connects understanding between robust and complex knowledge to enhance critical thinking and knowledge translation. In nursing education where students are required to synthesize and critically apply knowledge, the use of concept mapping in content driven courses like physiology and pharmacology, helps students to consolidate, analyse, and make sound clinical judgement. Our presentation will explore the use of concept mapping in a nursing elective Adult Health Course to achieve these outcomes. Working in groups of four to six, students were assigned a clinical case study from which to develop a comprehensive concept map of related clinical manifestations, diagnostic tests, medical/nursing and pharmacologic management, and outcome. By making these connections, students could transition their knowledge and critical thinking skills into clinical judgements. Strategies, benefits, and outcomes involved in engaging this teaching approach in the classroom and with assignments will be shared.

P16. A review of the Library's liaison librarian model

Cecile Farnum, Ryerson University Library & Archives.

I'm currently working on a special project to conduct a review of the Library's liaison model. The liaison model refers to the assignment of specific librarians to work with specific departments or programs in the areas of library instruction, student appointments, collection development, and support of faculty research, as well as other functional duties or responsibilities. A number of other academic libraries are reviewing whether this model is still appropriate given the needs to upskill in emerging areas of support, and the challenge of balancing functional and liaison responsibilities. As part of this review, I've committed to soliciting feedback from library users, librarians and library staff. This will involve the use of surveys and focus groups to engage all stakeholders in determining their levels of satisfaction with the current model, identifying challenges and successes, and generating ideas for how to best support the teaching and research needs of the university. In particular, faculty will have recently been asked to participate in a survey to gauge how the Library can best support their particular teaching and research needs.

P17. Taking disability activists online: Creating collaborative web-docs and accessible pedagogy in Toronto

Nicole Meehan, Carolyn Lee-Jones, Marsha Ryan, Pauline Mwangi, Laura Mele, Abby Magpayo, Chelsea Jones, Kimberlee Collins and Emily Delbecchi, Disability Studies.

In 2016, as a response to a student-identified need to connect with local community leaders working on disability justice at Ryerson University's School of Disability Studies, a student/alumni committee developed five web-docs profiling Toronto-based Mad/Deaf/disabled activists. Our web-docs clarify "real world" intersections of disability activism and the innovative ways in which this activism challenges the status quo through multi-disciplinary ways of thinking. By bringing social justice leaders into online classrooms, our web-docs invite students to expand their understanding of accessible communities, queer movements, mad activism, accessible city building, crip arts, and institutional survival. Key to this collaboration is an intentional turn towards accessibility. Guided by a social model framework our commitment to accessibility moves beyond basic principles of the AODA's Integrated Accessibility Standard Regulation. We recognize the need for flexibility in any disability-based project stems from features of its diversity (Kafer, 2013) and as a project of "life learning" (Tomei, 2010). Creating and disseminating our web docs put into practice the notion of accessibility as mindful practice in online teaching and learning environments where non-linear temporalities require accommodation in collective teaching and learning. In making space for Deaf/disabled/Mad/Crip activism in online classrooms we view our web docs project as a form of community activism/building which challenges current pedagogy to re-imagine online classrooms as spaces for disabled/Deaf/mad/crip bodies both in content and practice as we celebrate grassroots disability activism.

P18. Senior nursing student-led workshop tackling the NCLEX audio-visual hurdle

Margaret Cowperthwaite and Helen Minassie, Nursing.

A team of nine senior undergraduate nursing students faced a challenge to create a 90-minute workshop for the identification of procedural errors, an area of previously low performance for students in NCLEX. This student-led workshop observed age (adolescent/young adult) and ethno-cultural diversity. The learning goal targets were to promote familiarity with audio visual style questions and consolidate skills to quickly identify procedural errors using an audio-visual medium. The workshop stations included (1) Intravenous Drug Administration (2) Hand hygiene (3) Wound care (4) Rights of medication administration (5) Infection Control. Each group spent ten minutes at each station. Every participant received a 'workshop passport' consisting of five original, NCLEX style questions. The testing moment occurred immediately after each station. Whole class immediate verbal evaluation of achieved learning was done with 36 students. Learning unfolded by collective group work and learning including reliance on classmates to fill knowledge gaps in clinical skills. Search for clinical procedural errors in videos and skits helped to identify gaps in clinical skills. Participants analyzed the theory-practice gap recognizing that such identification in clinical settings is jeopardized by the fast-paced environment. Students successfully created a novel learning experience for their peers. Their level of comfort with technology and understanding of what constitutes a fun and engaging workshop experience supported learning and awareness of critical-thinking gaps. This workshop was an original way for senior nursing students to take responsibility for their learning within the classroom and success on the NCLEX exam.

P19. A new look for D2L Brightspace!

Stephanie Goetz and Erin Rielly Clarke, Digital Media Projects Office.

D2L Brightspace will undergo a dramatic cosmetic change soon, bringing a modern and clean look and feel, along with a responsive design that will make it easier to view on a variety of devices. Our digital poster session will give the community a chance to take a first look at the new face of Brightspace and find out how the change will impact their courses.

P20. How would you engage your students in the classroom?

Restiani Andriati and Jennifer Parkin, Digital Media Projects Office.

The question of how to keep students engaged in a classroom has been around for a long time. One teaching technique in engaging students is using the students response system, also known as clickers. During this academic year 2016/2017 alone, the Digital Media Projects (DMP) is supporting approximately 105 instructors, impacting close to 17,000 student enrollments. There are many vendors offering student response system, each with their own advantages and disadvantages. The DMP will present various scenarios and methodologies in using the students response system in class. There will be opportunities for instructors to share with us what they are looking for in a student response system; what works, what doesn't, what's missing, etc. We are also interested in understanding how the student response system is being used and how instructors would like to use it. From this we will gather a list of requirements for an ideal student response system for Ryerson. The DMP will use these requirements to explore, and possibly, acquire the best student response system that will improve engagement and students' and instructors' experiences in the classroom.

P21. Assessing hybrid virtual labs as an alternate teaching tool for undergraduate biology laboratories

Charlotte de Araujo, Kyle Bactol and Andrew E. Laursen, Chemistry and Biology.

Undergraduate laboratories provide an opportunity for students to apply concepts from lecture. The laboratory component may be offered to students in two formats, either as an in-house conventional or take-home virtual lab. A virtual lab may be defined as a laboratory exercise performed outside of the conventional 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 the aid of a lab manual and 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 target different learning styles or needs. We explored the background and driving factors that influence whether students opt-in either lab format through surveys and interviews. We evaluated the success rates of students in both the traditional as well as in nonconventional labs by examining student scores through an analysis of covariance (ANCOVA). Perspectives were solicited from both first year and upper year students to target students at different points of their academic career. Additionally, institutional perceptions were collected by interviewing program directors and faculty whose students are affected by these. Researching the effectiveness and value of Ryerson biology virtual labs as assessed through student marks, student perceptions, and institutional perceptions, provides new avenues for curriculum development.

P22. Creating a culture of academic integrity at Ryerson University

Natalie Ramtahal and Andrea Ridgley, Academic Integrity Office.

The Academic Integrity Office (AIO) is a neutral office that seeks to promote a culture of integrity and educational excellence by informing, inspiring and educating the students and faculty members of our Ryerson community regarding academic integrity. Faculty members are in a unique position to influence student engagement and success with academic integrity. This conference poster is an opportunity to inform faculty on critical aspects of Ryerson Senate Policy 60: Academic Integrity and the services we provide. It is also a way for the AIO to learn how we can better support faculty (and thus students) in ensuring a fair and transparent process.

P23. Open textbooks at Ryerson

Michelle Schwartz, Learning & Teaching Office, Ann Ludbrook and Sally Wilson, Ryerson University Library & Archives.

Are you interested in creating your own open access textbook to use in your teaching? Ryerson University Library and Archives has installed Pressbooks, an open source WordPress plugin that allows you to create an open textbook that can be posted on the web in various formats. Through a collaboration with the Learning & Teaching Office, the Library has created an accompanying guide to using Pressbooks, the Ryerson Open Textbook Authoring Guide, as well as an interactive training workshop. Learn more about Pressbooks and simple ways to adopt, adapt, or create an open textbook in your course. The open textbook movement, which provides students with free and accessible course materials, is on the rise in Ontario. Find out how you can become part of the vanguard!

P24. FCS students in action: Students shaping their own learning experiences

Sanne Kaas-Mason, Janice Waddell, Community Services, Samantha Wehbi, Social Work and Melanie Panitch, Child and Youth Care.

The Faculty of Community Services (FCS), offers learners a variety of opportunities to actively and meaningfully engage in diverse and innovative learning opportunities. This intentional and engaged learning allows students within and across FCS schools to take ownership of their learning journey and to contribute to the learning experiences of their peers. This poster will present and describe the ways in which FCS learners participate in self-directed learning opportunities outside the classroom Furthermore, the poster will present the vibrant teaching and learning educational strategies which inform, transform and empower FCS students and faculty alike.

P25. Sole Expression: A trauma-informed hip hop intervention for youth

Jennifer Martin, Emmie Henderson-Dekort, Child and Youth Care, Sara Cowan, Psychology and Jennifer Lapum, Nursing.

Mental health support and developmentally-appropriate interventions are urgently needed for youth who have experienced abuse and/or witnessed family violence. The wait for clinical services is typically 6-8 months, which can increase trauma symptoms. Our team is implementing a 10-week trauma-informed hip hop dance intervention for youth aged 12-17 on waitlists for trauma services. Trauma is often held in the body and dance is proposed to be an effective vehicle for therapeutic work with the body, particularly for youth, who may receive less benefit from traditional talk therapy. The curriculum was developed by trauma therapists and dance instructors in collaboration with the research team. The purpose of the research is to determine whether this program is effective in reducing trauma symptoms for youth and to identify what mechanisms are responsible for any change in symptoms. Youth participants complete two tools assessing trauma symptoms prior to and following the program. A convenience sample of youth will be invited to participate in individual interviews following the program. As well, after each week of the program, all facilitators complete a fidelity survey to collect data on their impressions of the curriculum components. Facilitators will also be invited to participate in focus groups. The knowledge gained from this research, currently in the pilot phase, will allow for refinement of the curriculum before it is manualized and shared with other organizations. We expect that the program will assist youth in reconnecting with their bodies and reduce trauma symptoms.

P26. Showing you care: Supporting students of concern

Marcelle Mullings and Mark Atia, Office of Vice-Provost, Students.

Students sometimes struggle in ways that lead us to be concerned about their well-being. Often, it is the faculty who are the first to recognize that a student is facing a crisis. The Office of the Vice-Provost Students (OVPS) provides one-stop care and support services to students in crisis or facing multiple and complex issues. Come out and meet with OVPS staff who support these students. We work with the Ryerson community to proactively identify students in distress or address disruptive/threatening student conduct. During this poster session, we will have an opportunity to engage faculty one-on-one to review the indicators that help faculty identify that students need extra support. We will also be available to consult with faculty on the strategies they can employ to manage students in distress. This will be an opportunity to discuss campus, community and online resources available to support faculty and students. We want to help faculty understand how we assess and manage students of concern and how to make a confident referral for students they are concerned about.

P27. Exploring with a digital companion: Uncovering Toronto's unique places and spaces with the Discovery Walks App

Andrew Millward, Geography and Reena Tandon, Arts.

City parks and outdoor recreational opportunities are among Toronto's most valued resources. The Discovery Walks Program has been one of Toronto Parks, Forestry and Recreation's flagship outreach efforts to engage residents and tourists alike in learning about culturally and environmentally significant areas across the city. In this project, we present results of a two-year effort to bring all ten City of Toronto Discovery Walks into an immersive and engaging learning and teaching tool – Discoverywalks.ca – that is meant to serve as a digital companion while navigating Toronto's significant natural, historical and cultural features.

P28. Interdisciplinary teaching, theory and case studies: Engaging students across interdisciplinary settings

Faisal Shaheen, Politics and Public Administration.

Interdisciplinary instructors from both academic and practitioner backgrounds will confess to the challenges of engaging students from different program areas, both in and outside of the classroom. Despite our best efforts to develop meaningful lecture material and course readings which evaluates students' knowledge of the course content, peaking their interest is challenging. We tell students that immersing themselves in the theory and case studies as well as acknowledging different perspectives is critical to learning and deepening their knowledge base. Students from multiple backgrounds and perspectives naturally coalesce into familiar circles based on programs and background. Inevitably, the crammed course loads and daunting levels of readings results in students avoiding supplemental or recommended readings, beyond what is needed for completing the assessments. The result of students working for marks among other challenges are hindering increased student engagement. The methodological expertise of layered approaches to research can be applied to classroom lecture and supplemental readings. In particular, the work of triangulation and process mapping, can be applied outside the methods sphere and into the classroom. Gerring, Eckstein and others point to the value of crucial case studies and triangulation between unique cases as strengthening the conclusiveness of qualitative and descriptive research findings. Drawing students from non-political science students from a wide range of disciplinary backgrounds into new course material requires a more integrated approach between theory and practical examples. The use of case studies from institutional policy settings to illustrate the application of theories is valuable. In this presentation, attendees will learn more about the use of crucial case studies and triangulation and will be shown an example of how institutional case studies (the GATT-WTO) have been employed effectively to illustrate the adverse effects of neoliberal thinking on globalization in a multidisciplinary setting. The interactive presentation will be delivered in a way that prompts attendees to consider how they can assess and evaluate a crucial case for illustrating complex concepts.

P29. What is Critical, Mad-Positive Mental Health?

Lois Didyk.

This poster presentation will summarize the award-winning Major Research Project of Ryerson's MSW alumni Lois Didyk (2016), entitled Centering Sanism – Stories and Visions for Mad Positive Mental Health. The abstract for this MRP reads as follows: this qualitative study draws on stories from 'peer workers' to explore how shifting our focus from dominant perspectives in mental health, to sanism, or mental health oppression, can contribute to better community mental health practices. Informed by the experiences of research participants, this study used Critical Mad Perspectives to open up various stories of oppression, leading to three major themes around intersectionality, social justice and the de-centering of clinical approaches. Participant stories guide us through what is overlooked in current approaches, what is needed, and what their vision would be for a mad-positive mental health system. By combining several critical lenses to the topic of mental health oppression, this study opened up possibilities for doing things differently, based on respecting the rights, dignity and humanity of everyone with mental health struggles. It is hoped that this research will inspire more Madness in social work practice, education and future research. This research poster is meant to expand our thoughts around mental health issues in critical and intersectional ways, in order to widen the approaches we use to engage students and make educational spaces more socially just and inclusive to all.

P30. Fake news: Critical evaluation using Ryerson Library and Archives resources

Jay Wolofsky, Lei Jin, Lisa Levesque and Ann Ludbrook, Ryerson University Library & Archives.

In a world in which fake news exists, one cannot be a passive consumer of information and expect to encounter only the truth. Academics have to be critical of biases and falsehoods that exist in information, especially in news sources that cover controversial or political topics. A major part of academic work is learning to critically assess information by asking questions, knowing the technical characteristics of online news sources, and conducting contextual research.

P31. Thriving in Action: The Stories, Themes, and Methodology of What Went Well?

Diana Brecher, Scholar in Residence, ThriveRU and Deena Kara Shaffer, Academic Accommodation Support.

In February 2017--a time for some students of low mood, mindset, stamina, and grades--Ryerson Student Affairs' ThriveRU launched Thriving in Action, an eight-week curriculum braiding Positive Psychology and holistic, progressive learning strategies. Dr. Diana Brecher, a clinical psychologist, and Deena Kara Shaffer, a learning specialist, originated Thriving in Action to support languishing students. The first cohort comprised probationary FCAD students, and those on the waitlist at the Centre for Student Development and Counselling (CSDC). Inspired by Carleton University's successful From Intention to Action (FITA) program, ThriveRU 'Ryersonized' its format, delivery, and content to offer a scalable, flexible, recreatable, and group-based model to reach struggling Ryerson students and prevent distress. With a focus on learned optimism, resilience, grit, and self-compassion, entwined with essential learning skills, participating students were taught skills and tools to thrive, academically and personally. This poster presentation will tell the story of the Thriving in Action pilot program, its novel What Went Well? methodology, and the students who participated.