

Concurrent Session D, 2:50-3:40pm

ENG 103

D1. Queer/Trans emergence: 3D printing and virtual reality gaming in the Media Studies curriculum (20 mins)
Marty Fink, Professional Communication.

RCC 204 D2. Gamify your course: An intensive, practical workshop on how to use game-based learning and simulations in higher education - use what video game designers know about us to put some sizzle in that course! (20 mins)
David Chandross, Chang School, Rob Bajko, Professional Communications, Deborah Fels, Information Technology Management, and Lars Svekis and Naza Djazfarova, Chang School.

LIB 72

ENG LG2 D3. From page to stage (and back): Theatre as a mode of translating research in the classroom (50 mins)
John Shiga, Professional Communication, Oona St-Amant, Nursing, Gerd Hauck, Languages, Literatures and Cultures, Jacky Au Duong, Professional Communication, Petrina Barbas, Nursing and Selah Edlington, Professional Communication.

D4. Creative Industries' capstone course: A reflexive, sense-making experience (20 mins)
Louis-Etienne Dubois and James Nadler, Creative Industries.

ENG LG12 D5. Community-engaged learning as a tool to engage students in their least-favourite courses: Lessons from a course-wide project in an advanced statistics course (20 mins)
Heather Rollwagen, Sociology and Reena Tandon, Arts.

RCC201 D6. Tools of a toolmaker (50 mins)
Dave Mason, Computer Science.

POD370 D7. Teaching excellence at Ryerson: Perspectives from our award-winning instructors (50 mins)
Michelle Schwartz, Learning & Teaching Office, Janice Waddell, Nursing, Dana Lee, RTA School of Media and Chris Gibbs, Hospitality and Tourism Management.

POD372 D8. Designing an assignment-centered course (50 mins)
Paola Borin, Office of the Vice Provost Academic, Wendy Freeman, Professional Communication and Nada Savicevic, Office of eLearning.

KHS335 D9. Connecting international students through intercultural learning (10 mins)
Lyn-Marie Farley, International Student Support.

D10. Reworking the workshop format (10 mins)
Miljana Horvat and Nene Brode, Graduate Studies.

D11. Edible Allan Gardens: Hands-on learning (10 mins)
June Komisar, Architectural Science.

D12. Health and safety abroad: Services for faculty, staff and students (10 mins)
David Begg, Ryerson International.

KHE121 D13. The 'Your Neighbour' program: Building a culture of philanthropy on campus (50 mins)
Brandon Smith, Housing & Residence Life, and Troy Murray, Sponsorship & Fundraising.

KHE125

KHE321A D14. Distressed and disruptive: Managing challenging student behaviour (50 mins)
Marcelle Mullings and Mark Atia, Office of Vice-Provost, Students.

D15. Developing self-regulated learners (50 mins)

Concurrent Session D Descriptions

ENG 103

D1. Queer/Trans emergence: 3D printing and virtual reality gaming in the Media Studies curriculum (20 mins)

Marty Fink, Professional Communication.

While scholarly understandings of "queerness" are becoming more complex, traditional classroom materials lack the potential of digital media to capture the intricacies of emerging genders and sexualities. This poster outlines my research on teaching 3D printing, Virtual Reality (VR), and videogame design via my queer and trans studies curriculum. This curriculum links traditional reading assignments including novels and media theory with lab-based assignments that grant students with no prior technical knowledge the opportunity to think through questions of gender and sexuality by designing interactive digital projects. My research presents the learning outcomes of understanding emerging embodiments through engagement with emerging technologies. Trans videogame theory suggests that in order to tell new stories about gender and sexuality, we need to draw on emerging media. The work of trans game designers including Anna Anthropy (2012) and Merritt Kopas (2015) argues that videogames uniquely allow players to experience life as another person, and to understand complex issues like homophobia, racism, and gender-based violence by exploring actions and their consequences (Anthropy 20). Rather than simply requiring students to play videogames, my research creates learning practices that become more accessible and inviting for students of all genders and levels of experience with emerging media and game design. This poster not only grapples with these issues of access and representation but provides concrete products of technological innovation that are queer and gender-inclusive, transforming experiential learning by building the types of interactive media that our queer/trans course readings, lectures, and discussions are theorizing.

RCC 204

D2. Gamify your course: An intensive, practical workshop on how to use game-based learning and simulations in higher education - use what video game designers know about us to put some sizzle in that course! (20 mins)

David Chandross, Chang School, Rob Bajko, Professional Communications, Deborah Fels, Information Technology Management, and Lars Svekis and Naza Djazfarova, Chang School.

In this session learners will see learn how to build three powerful gamification learning systems, Exploration, Build and Simulation. Then we will show you how to create a game narrative. We will then coach you on how to convert one element of course content into a game experience. Gamification deactivates default node processing in the brain during working memory processing, permitting the learner to focus on key tasks or content. It also releases dopamine and activates the ventral striatum alongside these effects by forcing the player to make decisions with uncertain outcomes. Learn how to use what video game designers use to get players to spend hours playing and make it work in your classes. Your classes can become addicting, here is how!

LIB 72

D3. From page to stage (and back): Theatre as a mode of translating research in the classroom (50 mins)

John Shiga, Professional Communication, Oona St-Amant, Nursing, Gerd Hauck, Languages, Literatures and Cultures, Jacky Au Duong, Professional Communication, Petrina Barbas, Nursing and Selah Edlington, Professional Communication.

This panel discusses our FCAD and LTFE-funded interdisciplinary project on theatre-based knowledge translation (KT) initiatives for engaging students in critical thinking about cultural, political and ethical issues around global volunteer health work. We begin with the process of moving from "page to stage," that is, analyzing our transcript data, developing a script for a play based on our analysis, and producing a play that will be performed in undergraduate courses in Nursing and in Professional Communication. The play focuses on the promises and perils of global volunteer health work and aims to increase awareness and critical thinking about structural issues that affect the impact and experience of volunteer work for international volunteers and for organizations in the host countries. The presentation will discuss our KT process, our method of assessing the impact of the play, integration of the play into learning objectives of courses, and challenges and opportunities for the use of theatre-based KT in the classroom. Our student team members will share their perspectives of the project and the roles they have played in grant-writing, script-writing, content analysis and other key aspects of the project.

ENG LG2

D4. Creative Industries' capstone course: A reflexive, sense-making experience (20 mins)

Louis-Etienne Dubois and James Nadler, Creative Industries.

Creative Industries' (FCAD) first capstone course (CRI 800 Managing the Creative Enterprises) sought to synthesize the academic themes for the program's first graduating cohort and to prepare them to launch into the workforce or higher education. It sought to provide a reflexive setting in which students could make sense of their career to date, as well as to encourage them to consider their own skills and aspirations in pragmatic, real world ways. Combining theoretical analysis, practical application and continuous self-assessment, students unpacked their internship experience, analyzed management practices and worked on proposals for new businesses. The course was team taught, with each lecture co-developed by instructors who brought into the classroom their experience in academia, business and managing television production and animation studios. Traditional lectures were downplayed in favor of back-and-forth Socratic method, case studies, role-playing games, as well as workshops drawn from strategic management and design theory. Assessments were also intended to help students synthesize their learning, make sense of their experience and look forward to future challenges. For instance, each class started with a group presentation of "3Rs" in which students Review, Reflect and Re-create (build upon) the readings and discussions of the previous week. Additionally, classes ended with the students writing "takeaways" to further encourage reflection. The final presentation was a "Pecha Kucha" of business proposals intended to take the "pitch" format to the next step and to develop compelling story-telling skills.

ENG LG12

D5. Community-engaged learning as a tool to engage students in their least-favourite courses: Lessons from a course-wide project in an advanced statistics course (20 mins)

Heather Rollwagen, Sociology and Reena Tandon, Arts.

Within every program of undergraduate study, there are particular courses that become notorious among students as particularly difficult or tedious. Within social science programs, students often enter their mandatory statistics courses with trepidation. For some students, math anxiety produces a significant obstacle to engaging with the course material. For other students, the relevance of statistics to their other courses or professional goals is unclear, making the material seem dull. As instructors, overcoming these early obstacles presents a significant challenge in teaching. In this session, we discuss how a course-based community-engaged learning project was used to engage students in an advanced statistics course. We discuss how the project was developed and organized, as well as issues relating to curriculum and assessment. We offer some preliminary insight into the "success" of this approach, and some suggestions for revision in future iterations. We suggest that community-engaged learning, particularly when used as a central component of the course for all students, is an effective way to reduce anxiety, demonstrate relevance of the course material for students' professional development, connect students to the community in which they study, and elicit enthusiasm for a course that is otherwise considered dull or irrelevant. Lessons from this experience can be applied to a variety of settings in which students are anxious about course material.

RCC201

D6. Tools of a toolmaker (50 mins)

Dave Mason, Computer Science.

Over many years of teaching computer science with technology, I have developed a series of tools that make teaching more effective, and evaluation more fair. While the creation of these tools may have required a computer scientist, using them certainly doesn't!

D7. Teaching excellence at Ryerson: Perspectives from our award-winning instructors (50 mins)

Michelle Schwartz, Learning & Teaching Office, Janice Waddell, Nursing, Dana Lee, RTA School of Media and Chris Gibbs, Hospitality and Tourism Management.

POD370

This session will feature a panel presentation by recipients of the 2017 University Teaching Awards. Janice Waddell, winner of the Chancellor's Award of Distinction, Dana Lee, winner of the President's Award for Teaching Excellence, and Chris Gibbs, winner of the Provost's Experiential Teaching Award, will share teaching tips and strategies that have earned them special recognition by their students and colleagues. Hear how these exceptional teachers have motivated and transformed their students. Their insights will fill you with inspiration, enthusiasm and new approaches for your classes!

D8. Designing an assignment-centered course (50 mins)

Paola Borin, Office of the Vice Provost Academic, Wendy Freeman, Professional Communication and Nada Savicevic, Office of eLearning.

POD372

Assignment-centered course design takes a different approach to building a course by starting with what the students will do to learn and apply the knowledge and skills for the course. This session will introduce the concept of assignment-centered design and engage participants in discussing how to design or redesign a course using this approach with both traditional and online approaches to assignments. A range of strategies will be discussed including the use of a course skeleton, a focus on intended learning outcomes, and assignment design to bring about the desired learning of knowledge, skills and habits of mind. A variety of traditional and alternative assignment designs will be considered including those conducted in class and online. During the session participants will have an opportunity to try their hand at evaluating and modifying a course skeleton to meet specific course outcomes for students using a traditional or online format. This process allows the instructor to consider and integrate approaches to learning that occur inside and outside of class.

D9. Connecting international students through intercultural learning (10 mins)

Lyn-Marie Farley, International Student Support.

International students experience various challenges associated with entering a new cultural landscape and beginning a journey of studying, working and living in a new country. International Student Support's Glocal Links Program seeks to support that transition by helping students develop their intercultural competencies. 'Glocal' is a combination of the words 'global' and 'local'; it means presenting global knowledge in a local setting while respecting diversity. In applying intercultural maturity theory (Patricia M. King and Marcia B. Baxter Magolda) as well as sociocultural competency theory (F. Ishu Ishiyama & Marvin J. Westwood), the program is designed to promote diverse interaction and understanding among students from different cultural and social backgrounds. This lightning talk will demonstrate how International Student Support is using Glocal Links to help students learn through experience and reflect on those experiences which in turn will help them develop the capacity to function interdependently with diverse others.

D10. Reworking the workshop format (10 mins)

Miljana Horvat and Nene Brode, Graduate Studies.

In the first year since decentralization, the new Graduate Studies Office at the Faculty of Engineering and Architectural Science has implemented a variety of new programming with the objective to provide various extra-curricular support to our graduate students. Soft skills development for graduate students in engineering and architecture disciplines is currently offered as co-curricular programming through workshops. For many of them, it is not obvious how communication and presentation skills connect to networking and career development. The workshops are given by experts from within and outside of Ryerson. However, despite the outreach on multiple platforms, the engagement in these workshops is low and variable. Even reaching our own students presents challenges with students increasingly being overwhelmed by email and digital content. In an honest and open talk, we share our experience, our lessons learned and our strategies moving forward on how better to engage our own students, how to build up our audience and address student needs.

KHS335

D11. Edible Allan Gardens: Hands-on learning (10 mins)

June Komisar, Architectural Science.

This short presentation relates the results of a cross-disciplinary architecture and botany research project about student engagement outside the classroom, funded by an LTEF grant (Dr. Leslie Campbell, PI) and the Carrot City research project. As part of this collaborative project, architecture and building science graduate students were recruited to design and build a new showcase community garden focusing on edible landscaping. This design/build project was built in 2016 in Toronto's Allan Gardens, adjacent to its historic Children's Conservatory. The limited funds of the grant were supplemented by a collaborative project requirement for graduate students in the Department of Architectural Science, so several students received academic credit for their involvement, while others were volunteers, and one was paid as a research assistant. This student-designed project had real clients they had to respond to: the City of Toronto (Parks, Forestry & Recreation), Building Roots, ERA Architects, Food Forward, Friends of Allan Gardens, a residents' association, Green Thumbs Growing Kids and more. Through this, students experienced the real-world conditions of responding to client needs while at the same time working within a limited budget. Their programming and design responded to the requirements of raised-bed gardens as well as the social needs of community groups. The resulting garden is about to enter its second season.

D12. Health and safety abroad: Services for faculty, staff and students (10 mins)

David Begg, Ryerson International.

Ryerson University has invested in the health and safety of its community members traveling internationally through a partnership with International SOS. This partnership significantly enhances the university's ability to provide accurate and timely advice to travelers, to respond to incidents abroad as they take place, and to connect with our community members who may find themselves in need of assistance. Attend this session to find out more about the services available to you and your students, and how Ryerson International can support safe and healthy international activity.

D13. The 'Your Neighbour' program: Building a culture of philanthropy on campus (50 mins)

Brandon Smith, Housing & Residence Life, and Troy Murray, Sponsorship & Fundraising.

KHE121

Ryerson University Student Affairs launched the Your Neighbour program in summer 2015. Your Neighbour is a theoretically grounded learning experience that connects Ryerson Housing & Residence Life (HRL) student leaders with community organizations that have a stake on the student experience and has received support from external partners in the form of corporate sponsorship. The curriculum for Your Neighbour is focused on experiential learning, using an integration of the student development research of Kolb, Bloom and Baxter-Magolda. Your Neighbour directly connects Ryerson community members to the university's mission, vision and values, as well as the Office of Vice-Provost, Students' priorities and strategic plan to the City of Toronto through community engagement and philanthropy. Your Neighbour is an exchange: participants learned how Ryerson's core values, as outlined by the Academic Plan, connect to different organizations around the city. The organizations working with us in turn learned about Ryerson's student experience and our values. This program responds to the need for the institution and community members of Ryerson and Toronto to work together to build a conduit between institution and neighbourhood. The values connecting Ryerson, residence and the City of Toronto are: Access, Diversity, Respect for Aboriginal Perspectives, Inclusion, Equity and Community. Your Neighbour has been assessed through mix-methods. We will continue to assess this project throughout the year with other qualitative and quantitative methods to continue building on this foundational experience. This program received the Make Your Mark Staff Award in 2017.

KHE125

D14. Distressed and disruptive: Managing challenging student behaviour (50 mins)

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

KHE321A

Everyday faculty members deal with students who display concerning behavior. Students may be distressed due to mental health concerns, academic pressures, financial troubles, or the breakdown of personal relationships. Faculty also report students engaging in classroom disruptions, inappropriate communication, and threatening or abusive behavior. The Office of Vice-Provost, Students provides a range of services to ensure a coordinated response to distressed and distressing students. Our office works with university partners to address concerning behaviours with the goal of balancing student welfare and community safety. This session will discuss how we use a case management approach to provide one-stop support and care to students in crisis. We will review how disciplinary interventions are utilized to manage disruptive and threatening behavior. We will examine the foundational principles and policies that guide our work. This interactive session will utilize case studies to engage faculty in discussing specific actions and approaches that may be deployed to manage typical behavioural issues, in order to promote student well-being, growth, and development.

D15. Developing self-regulated learners (50 mins)

Else Grech and Kevin S. Palmer, Business Management, Accounting.

VIC203

A key 21st century skill is the ability to adapt to an ever-changing knowledge based and technology driven economy. To excel in this rapidly changing environment our graduates must be self-regulated learners who understand how they learn and take responsibility for their learning. This session is focused on rethinking and redesigning our courses and our teaching to further that goal. By the end of this session participants will be able to answer the following questions:

- What are the characteristics of a self-regulated learner?
- What empirical evidence exists about the benefits of self-regulated learning?
- List two activities that can be implemented to encourage students to become self-regulated learners for each of the following: pre-lecture, lecture, and post-lecture. Divide these activities into graded and ungraded and identify the time required by the instructor for each activity.
- How does self-regulated learning tie into the flipped (also called inverted) classroom?
- What is necessary to implement self-regulated learning into your course design?

This session will use the flipped classroom model, with the instructor as the "guide on the side" and the participants as the learners exploring the content in order to answer the above noted questions. Small group work as well as whole class discussion will be utilized. Participants will leave the session with a portfolio of instructional strategies that they can implement into their courses with little effort so as to begin the process of helping their students become self-regulated learners.
