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**D1****Activism beyond the classroom: More than being on the barricades***Valentina Capurri, Geography, and Linh Nguyen, International Economics and Finance***POD 484**

In this presentation, we discuss our experience as activists within and beyond the classroom. As a teacher and a student here at Ryerson, we examine how academia can and must be the place where critical thinking and engagement with the most pressing issues of our time occur. By focusing on the Bodhi Project, a student's project to transform Ryerson University into a more environmentally friendly and sustainable place, we share our insights on what activism in the academy can represent and achieve. We suggest that academic learning can help us reconsider our surroundings in a profoundly different way, thus changing faculty and students' perceptions of the university space and propelling a change in our behavior within that space. Our goal is to show that activism beyond the classroom is more than simply shouting from the barricades, but is instead an essential part of the learning process as professionals and, more importantly, as human beings and world citizens. We also hope that attendees can contribute to the discussion and will decide to get involved in a project that promises to revolutionize the physical and social space here at Ryerson.

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**D2****Critical examination of data quality as a tool for teaching, research and student engagement***Jane Schmidt, Kevin Manuel, and Dan Jakubek, Library***ENG LG 6**

The cancellation of the mandatory long-form Census in 2011 and its replacement with the voluntary National Household Survey (NHS) has and will continue to have far reaching implications for Canadian society. This information session will provide insight into understanding the non-response rates of the NHS and the potential impacts on your research and teaching. A live demo of a Library subscribed product called Simply Map Canada 3.0 will illustrate an alternative source of data to the NHS produced by Environics Analytics. Participants will be supplied with very clear examples of data inconsistency. These examples will encourage faculty to investigate scenarios in which their students may encounter similar situations when researching their assignments. We will facilitate a discussion about how we can mitigate the impact of this new data reality on research (both student and faculty) at Ryerson, and how we can harness the issues surrounding the NHS data quality and turn it into an opportunity for our students to learn critical thinking about data sources and the need for quality information to inform policy development and innovation. This will also have the effect of encouraging ongoing advocacy efforts to reverse the cancellation of the long-form census as students and faculty understand how data quality affects what they do. This will be an interactive session of interest to all disciplines that use socio-economic data in teaching and research.

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**D3****"What is this mad positive stuff anyway?" Using a web-doc to cross the border from medical problems to social action on mental health matters.***Kathryn Church and Danielle Landry, Disability Studies, and Winnie Ng, Sam Gindin Chair in Social Justice and Democracy***RCC 201**

This session is organized around screening and talking about a short rough-cut documentary video derived from interviews filmed with participants to an international dialogue titled "Mad Positive in the Academy" that was hosted by the School of Disability Studies. Funded by the Teaching about Diversity Fund (TDF), the web-doc is intended to stimulate discussion with multiple audiences in community, university, and union settings. In classrooms, it is intended to assist faculty and students to think critically about the kinds of conceptual border-crossings that would help us think beyond medical problems towards a broad-based set of positive practices that would enable universities to become safer spaces for anyone whose mental health is at stake.

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- D4** **Learn how to add One Stop Course Readings yourself: Hands-on workshop**  
*Ann Ludbrook, Kraigen Brown and Aleksandra Rybak, Library*
- KHE 125** Would you like to not worry about copyright and have your readings scanned and added to your Blackboard shell for you? All you need to do is add citations into an online form. Learn how to add your course readings the self-service way using One Stop Course Readings - Ryerson's copyright checking service. This workshop will show you how to order a Blackboard shell and connect E-Reserves to your online course. You will learn how to add readings for E-Reserve, Print Reserve or even order Custom Course Manuals online within Blackboard. The basics of how to do persistent links will also be reviewed in this hands-on workshop.
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- D5** **The EDI approach to the classroom interaction**  
*Darrell Bowden and Heather Willis, Equity, Diversity and Inclusion, Monica McKay, Aboriginal Initiatives, Ann Whiteside, Office of Discrimination and Harassment Prevention, and Denise O'Neil Green, Assistant Vice President/Vice Provost Equity, Diversity and Inclusion*
- POD 372** In this 50-minute session, we will examine issues that relate equity, diversity and inclusion (EDI) and the work faculty support while in the front of the classroom and beyond. Presented using case studies, the EDI team will offer discussion of various challenges and cover such areas as accessibility, accommodation, engaging and ensuring Aboriginal student holistic success, the prevention of and discrimination and harassment. The goal of the session is to offer resources to faculty in handling situations as they arise.
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- D6** **Beyond the pressure to place: The connections that help field education now**  
*Jennifer Clarke, Lisa Barnoff, May Friedman, Sonia Meera, and Jennifer Poole, Social Work*
- RCC 204** Field education is a cornerstone of social work education. This experiential component of social work pedagogy is increasingly fraught with tensions. Students are under pressure to achieve maximum employability through placement experiences, schools have increasing numbers of students to place, and field instructors face increasing workload and limited time for supervision. Given these constraints, researchers at the Ryerson School of Social Work undertook research to explore what works in the current context of field education and what gets in the way. Through curriculum review and focus groups with students, staff, educators, and field instructors, this project sought to understand the major constraints facing social work practica and identify radical new directions. Our data showed that while all stakeholders are troubled by the major restructuring taking place in the social service sector, and the ensuing challenges facing partner agencies and field office staff matching students to placement opportunities, participants in our study were excited and passionate about field education. As social work matures as a profession, this research showed the need for increased creativity and imaginative responses to experiential social work knowledge. The research also showed the importance of connections—of relationships between students, faculty, field office staff, and field instructors. Strengthening these relationships was identified as crucial to the success of social work field education. In this presentation we share what works and what gets in the way of social work field practica, and offer some recommendations for radical new directions in social work field education.
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- D7** **Does it matter if I knew you before joining the group? Investigating the moderating impact of familiarity**  
**POD 367** *Linying Dong, Franklyn Prescod, and Bharat Shah, Information Technology Management*  
Group projects have been widely considered as an effective approach to promoting learning, encouraging student engagement, and stimulating creativity. It has been believed that groups whose members are familiar with each other tend to perform better than those who are composed of strangers. We have embarked on the research project to examine the notion by investigating the impact of familiarity on group performance. Drawing on the literature on group cohesion, we have proposed and tested a theoretical model conceptualizing the relationship between familiarity and group performance. Our survey results indicate that groups formed by strangers tend to perform better than those comprised of acquainted members. The finding poses some insightful implications for instructors who manage group projects.
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- D8** **From bricks to clicks: Enhancing student engagement through the application of online tools**  
**KHE 127** *Nada Savicevic and Nadia Desai, Digital Education Strategies, G. Raymond Chang School of Continuing Education, Youcef Derbal, Information Technology Management, and James A. Smith, Electrical and Computer Engineering*  
Traditional lecture-based learning is shaped by a vision that fosters the understanding of subject-specific content and creates the potential for applied learning through face-to-face instruction, direct communication and interaction. If such learning were redesigned to strategically integrate technology, it could allow for new educational possibilities, both in teaching and in learning, that extend beyond the walls of a traditional classroom. Online learning offers tremendous opportunities for advancement of teaching methodologies and knowledge acquisition through targeted application of a range of tools afforded by current technology. Such tools and strategies can be customized and seamlessly integrated into curricula to serve specific requirements of individual courses. The purpose of this session is to present design challenges of transferring courses into online setting as well as examples of available practical solutions through the experience of two faculty members whose courses have been adapted for online teaching: Dr. Youcef Derbal, Computer-Enabled Problem Solving and Dr. James A. Smith, Embedded Systems Hardware Architecture and Implementation. This session will not only highlight the collaboration between the instructional designer and subject matter expert to design meaningful and engaging instruction but will also examine the complexities and benefits of online course design and delivery. Participants attending this session will come away with practical tips and advice on formulating and implementing effective solutions for engaging learners and enhancing learning effectiveness through online-specific methodologies and tools.
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- D9** **Investigating the notion of a 'border' in education: Maintaining boundaries while removing barriers**  
**POD 370** *Betty Trott and David Collins, Philosophy*  
Our joint presentation, combining the perspectives of a professor and tutorial leader (TA), will examine the idea of a 'border' in higher education. We will consider several possible senses of 'border' in this respect, and look at which meanings could have negative pedagogical effects (call them 'barriers') and which meanings might be positive—and even necessary for—learning (call them 'boundaries'). We will then argue that there currently exist certain 'barriers' to learning in the practice of much higher education that need to be addressed and overcome before the general, positive idea of 'teaching without borders' can be fruitfully entertained.
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**D10****ENG LG 5****Two approaches to community defined collaborative education and resource assistance: The Bahamas Educational Project and the Kenya Tonembee Association Website Project***Jean Golden, Sociology, Nikila Cole, Kenya Tonembee Association, and Heather Sadkowski, Social Work student*

This presentation will explore two collaborative approaches to community-defined educational practices, the creation of new educational resources and benefits to communities in developing countries and to students in Canada. The Bahamas Project is a collaborative relationship between Ryerson University and the Every Child Counts (ECC) School for Children with Special Needs in Abaco, Bahamas. To date, forty Ryerson student placements and volunteers have worked with ECC for 5 to 10 weeks every spring. ECC defines how best to use this student labour: e.g. in the classroom, creating educational resources, community newsletters and disability awareness projects, identifying fundraising opportunities, and assisting with special Olympics, athletic and musical programmes. Ryerson students learn the complexities of working in a developing country and bring this knowledge back to their Ryerson studies and into local communities. The Kenya Tonembee Association Website Project developed out of the relationship between a small Canadian NGO and a rural Kenyan village. The community responded positively to the NGO introduction of assisted technologies for cooking—solar cookers and warming baskets—to decrease deforestation and flooding, increase sanitized water and food security, decrease diseases and hours of labour of women and children. It sought sponsored education for their children, especially their girls. This journey was recorded by documentary film-maker Nikila Cole, and these videos form the backbone of the new educational teaching website for Canadian universities, colleges and high schools on development issues. The website also serves as a fundraiser for more cookers and baskets, and sponsorships for village children.

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**D11****RCC 205****Using craft in the classroom as a pedagogical intervention***Andrea Robertson, Midwifery*

This presentation critically explores perineal (vaginal) suturing models, and claims that alternatives to anatomical models, such as the fabric-craft models recently used in the midwifery classroom, may offer important metaphorical possibilities without compromising on utility, thereby enacting a feminist and pedagogical intervention. Within the Midwifery Education Program, as within other health professions, 3-dimensional, anatomical models are an important resource in the classroom for introducing and developing hands-on clinical skills. The significance of these resources, and their contribution to learning, beyond their utility, is too often under-scrutinized. When neutrality is assumed, or insisted upon, their situatedness within broader historical-social contexts and their privileged status as knowledge-making forms is obfuscated. The fabric-craft models bring attention to the non-neutrality of learning technologies. Their differences in aesthetic emphasis disrupt norms embedded in classroom resources and invite plurality in otherwise exclusionary spaces. For example, they encourage the positive valuing of technologies and knowledges which have been undervalued owing to their feminized associations (such as sewing and craft-making). They also create critical space in which to think about how students and educators “come to know things” and the intersection between bodies and knowledge outside the classroom and bodies and knowledge within the classroom. The analysis in this presentation draws on feminist, trauma and craft theorizing to conclude that the aesthetic, kinesthetic and metaphoric attributes of classroom objects demand further feminist attention and intervention.

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