



# CONFERENCE PROGRAM

## SPACES & PLACES

### Showcase 2024

Thursday, June 6  
Humber College, North Campus

<https://humber.ca/innovativelearning/showcase/>

*Program is subject to change\_as of June 3/24*

*To view the program in real time, view the Program Schedule in Eventbrite.*

## PROGRAM SCHEDULE

8:30 AM - 9:00 AM	Registration   Light Refreshments Location: E Concourse
9:00 AM - 10:45 AM	Welcome & Keynote <i>Keynote Address by Dwayne Matthews</i> Location: E135 Lecture Theatre
10:45 AM - 11:00 AM	Transition to Sessions
11:00 AM - 11:45 AM	Session Block A
11:45 AM - 12:45 PM	Exhibit   Lunch Location: LRC Concourse
12:45 PM - 1:00 PM	Transition to Lecture Theatre
1:00 PM - 1:30 PM	Award Presentation Innovation of the Year Award Presentation Location: E135 Lecture Theatre
1:30 PM - 2:30 PM	Poster Session   Award Celebration Location: E Concourse
2:00 PM - 3:00 PM	Session Block B
3:00 PM - 3:15 PM	Transition to Sessions
3:15 PM - 4:00 PM	Session Block C
4:00 PM - 4:30 PM	Closing Presentation Closing Remarks from Chair Location: E Concourse

## Session Block A

11:00 AM – 11:45 AM

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### All the Places Copilot Can Take You – Room F310

*Stephanie Maggs, Hebsiba Shaji, Aurelia Candeloro*



BYOD Demonstration of Copilot, an invaluable AI resource available for both staff and faculty.

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### Assessing spaces and places for inclusion and belonging: Drawing from the BCYC Play Lab – Room F311

*Cristina Guerrero, Heather Perl (student)*



Students in the Bachelor of Child and Youth Care learn how to use various therapeutic modalities in their work with children. The physical space in which they work is important. This interactive workshop is facilitated by a BCYC faculty and 4th-year student leader, and provides participants with an example of a space audit of the Play Lab. Using some real-life samples of a space audit on campus, the facilitators will share practical considerations for assessing an instructional space to determine accessibility. Participants will be provided with a template they can use and adapt for their own use. This template includes space for including categories of observation, assessment scores, evidence, and next steps.

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### Barrett Centre for Technology Innovation (BCTI) Tour – Room CTI 215

*Diana Gayosso Ruiz, Nilushi Kariyawasam*



The Barrett Centre for Technology Innovation (BCTI) is dedicated to empowering young Canadians through transformative STEAM education. Our dynamic activities are designed to engage diverse audiences, including students, teachers, and Indigenous communities throughout the Greater Toronto Area (GTA). By leveraging our expertise in robotics, mechatronics, 3D printing, and electronics, BCTI sparks curiosity and fosters innovation among participants. This growth is driven by our unwavering commitment to continuously enhance our programs to meet emerging educational needs. Through strategic collaborations and ongoing program improvements, BCTI aims to inspire and equip young Canadians with the skills and mindset essential for success in the 21st-century workforce.

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## Beyond Boundaries: Expanding Global Collaboration, Accessibility, And Flexible Classroom Opportunities with Innovative Classroom Technology – Room J201

Margaret Tellis, Dempsey Cruz, Gary Sousa



Our session delves into the transformative potential of Global Teams rooms in creating personalized learning environments at Humber.

In 2023 the IGS, ITS and IL collaboratively embarked on the ambitious project of upgrading 80% of IGS classrooms to Global Teams Classrooms. The implementation of Global Teams Classrooms was in support of the Digital Campus Plan and the Academic plan and introduced an Integrated classroom technology model that advances digital fluency, allows personalization of the learner journey and flexible delivery, empowers teaching and learning, and enhances the ability of the institution to support UDL principles.

The rollout actively engaged faculty in testing hybrid, flexible, and global connectivity concepts, collaborating across departments, and fostering innovation. Humber Innovative Learning explored pedagogical approaches and leading practices in accessible and flexible classrooms and students in the UX design program were also engaged to optimize the MS Teams room interface. The intentionality of the roll out and lessons learned will be instrumental in socializing the functionality and concepts of personalized learning journeys across the institution.

Join us to discover the range of functionalities offered by MS Teams room and how they can shape inclusive and tailored learning environments for all learners within the Humber community.

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### Lightning Talk - Group 1 – Room NX111

#### LT1: Critical AI Literacy: The Library as a Bridge to Fostering Critical Conversations Around GenAI with Learners

Arvind Kang & Najeeb Ahmed



What to do with Generative Artificial Intelligence (GenAI) in academic spaces? GenAI is present in the virtual spaces of our learners and present within our classrooms. Some of us interrogate it for its harmful biases and limitations, welcome it as a brainstorming tool, avoid it altogether, and everything in between. At the Library, we are committed to learning more about GenAI and working with educators and learners alike to understand GenAI through different frameworks, one of which is Critical Information Literacy. “Critical information literacy (CIL) is a theory and practice that considers the sociopolitical dimensions of information and production of knowledge, and critiques the ways in which systems of power shape the creation, distribution, and reception of information (Drabinski and Tewell, 2019).” Critically analyzing and reflecting on GenAI is central to engaging in teaching and learning around GenAI.

Please join us at our lightening talk where we can share some of our experiences of fostering critical conversations with our learners around the use of GenAI tools and will share opportunities about how we can work together to support such critical conversations in the classrooms via library research sessions, research appointments, resources, and more. Let's keep building bridges together!

## **LT2: Exploring Cybersecurity and Community Services**

*Daniel Bear & Ayushi Gandhi*



The lightening talk will be presented by the Research Assistant at CSI, Ayushi Gandhi, who led the project. Below is the session description: In the dynamic landscape of 'spaces and places' at Humber College, it's crucial to spotlight the collaborative efforts of community services organizations in promoting community well-being and empowerment. These organizations harness both physical and digital spaces to deliver vital services for the faculty, staff, and students who are part of the community, provide learning opportunities for students, and drive social innovation alongside the college.

Digital systems serve as linchpins in creating inclusive spaces for connection, collaboration, and transformation, but the increasing reliance on digital platforms underscores the urgent need for heightened cybersecurity measures. A breach in cybersecurity for a non-profit entity not only jeopardizes organizational integrity and client records, but also erodes trust with the community and funding partners.

In particular, despite facing similar cyber threats as their larger counterparts and for-profit enterprises, small-to-medium-sized community services organizations often lack the resources to fortify their digital defenses. At Humber's Centre for Social Innovation (CSI), we are committed to determining possible solutions to bridge this gap.

It will explore CSI's work to understand and reflect upon current practices and gaps on the intersection of cybersecurity and community services. We will utilize the opportunity to explore how creating awareness about these issues can inform the creation of possible models and collective solutions for engaging a wider range of community groups to move towards enhanced cyber resiliency.

## **LT3: The Use of ChatGPT as a Tool for Personalizing Students' Assessments in a College Setting**

*Brendan Wehby-Malicki, M. Redwan Zinan Siddiqui, Thi Thanh Truc Le*



ChatGPT (Chat Generative Pre-trained Transformer), an artificial intelligence chatbot developed by OpenAI as a language model that generates human-like text, was released on November 30, 2022 (Gregersen, 2023). Since then, much of the discourse within academic institutions has centered on its use by students in higher education to generate material that could be used verbatim for assessments, in essence violating academic integrity policies. Aside from this focus, there has been some recent discussion on the considerable pedagogical potential for AI-based tools in higher education.

The goal of this research project was to essentially flip the current lens and looks at ChatGPT from the instructor's perspective, not as a way for students to gain an unfair advantage, but for them to gain a fair advantage in the form of an AI-based personalized learning tutor.

Grounded within the theme of places and spaces, this Lightning Talk will discuss some of the potential uses of ChatGPT as a dynamic online tool for students; providing instant, personalized support and 24/7 availability as a resource. Humber instructors that were part of this project will share their experiences as well as the strengths and weaknesses of using ChatGPT as a tool within their courses.

#### **LT4: Curate, Customize, Connect: Crafting Dynamic Resource Lists in Blackboard with the Library's Leganto – Room NX111**

*Aliya Dalfen, Adam Weissengruber*



Introducing Leganto, a dynamic new tool that empowers faculty to curate, modify, and share course materials effortlessly. From web resources to library books, Leganto streamlines the process. Students can find their course resources easily, annotate articles, and generate discussion without leaving their Blackboard. Faculty can collaborate seamlessly with the library, while keeping costs minimal for students. Transform your Blackboard space into a hub of dynamic, accessible, and engaging course resources. Let Leganto elevate your teaching and learning experience!

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#### **Building Inclusive Learning Environments: Using Active Learning Strategies to Enhance Learner Well-being – Room F232**

*Estefania Toledo*



Active learning is a powerful teaching strategy that enhances learners' engagement, critical thinking, and lifelong learning. It transcends traditional lectures by placing learners at the center of their educational journey and inviting them to participate actively in discussions, hands-on activities, and collaborative projects.

In this workshop, faculty will receive tips and strategies for incorporating active learning to promote well-being in learning environments, accommodate diverse learning preferences, and ensure every learner, regardless of background or ability, can contribute meaningfully to the learning process. The session will model various activities that you can incorporate into your courses. Please note that this session will feature an activity that allows you to experience breakout groups.

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## Learning Through Play – Room E301

*Modesta Colalillo, Pina Leo*



Understanding how children learn through play is an essential part of working with children. At Humber, we are fortunate to provide our Early Childhood Education students with a lending library of resources along with a hands-on classroom lab, and a simulated space to put their learning to practice.

During this demonstration gallery, participants will visit three of the Early Childhood Education learning spaces: The Carol Reid Resource Centre (resource lending library), The Carol Reid Lab (hands on classroom) and the Carol Reid Innovation Centre (simulated classroom).

Participants will also engage in open-ended loose parts play experiences to reinforce the learning through play curriculum, and will recognize how some of these spaces and resources could enrich various programs throughout the college. Imagine incorporating play and play spaces in your program and classrooms... what would that look like? Let's explore together.

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## Making Connections: An Interactive Exploration of Human Anatomy and Physiology – Room F408

*Geoffrey Collins, Chloe McLeod, Greg Hesketh*



Picture the beginning of Fall Semester, you are one of nearly 1000 students who will work in the Bioscience labs with human donors. It is intimidating and for some, downright scary. How will I learn all of this material? Am I going to be comfortable in a cadaver lab? These are common sentiments for many of our students.

Not everyone within Humber's community is aware there is an anatomy lab with an adjoining cadaver lab. Our Bioscience lab stands out not only as the sole publicly funded college in Ontario with a cadaver lab but also due to the diverse programs utilizing our spaces.

Some institutions have shifted away from cadaveric/model teaching and towards virtual bodies and augmented/virtual reality. In the Bioscience lab we continually merge traditional and modern methods by integrating physical models and specimens with a large collection of resources available to students both in and out of the lab. To understand the benefits of this experience, all you need to do is speak with individuals that have come through our labs.

Join us for a comprehensive demonstration showcasing how students can learn specific concepts in human anatomy and physiology, utilizing all the resources offered in our lab.

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## Lightning Talk - Group 2 – Room F421

### LT1: Nurturing Community in Virtual Spaces

Sara Hassan, Elinor Bray-Collins



In this lightning talk, we'll share insights from our COIL journey with the partners of the Global Polytechnic Alliance: Otago Polytechnic (New Zealand), Humber College (Canada), and VIA University College (Denmark). Over the past five years, our collaboration has centered on cultivating skills in systems thinking and fostering international collaboration to tackle global equity and sustainability challenges.

We'll touch on our approach, practices, and tools, from intentional design and communication strategies to intercultural exchange. We'll discuss how these elements contribute to nurturing a strong sense of community and belonging within our virtual community space. We will also highlight the difficulties encountered in sustaining that space; shedding light on students' perspectives on what works and what proves challenging.

At the heart of our discussion lies a deep appreciation for the pivotal role of relationships in building (and rebuilding) a virtual community space and the momentum we strive to create to meet our learning goals. This talk addresses pedagogical practices that nurture HLOs, 21st-century skills, and education supporting the Sustainable Development Goals (SDGs).

### LT2: Conflict Resolution in the SIM Lab

Ashley Hosker-Field



The Sim lab, which is located at the Humber Lakeshore Campus, utilizes current digital technology to simulate real life situations and facilitate applied learning opportunities for students. The Sim lab space includes a driving simulator and a 180-degree conflict resolution simulator that are used in various courses across the Faculty of Social and Community Services. In the BSS Criminal Justice program, the Sim lab is used in the conflict management course to provide students with an immersive learning experience where they can utilize the skills and techniques they have acquired throughout the course. The presentation will provide a general overview of the how the Sim lab supports learning within the conflict management course by highlighting examples of possible scenarios that students engage with and outlining the accompanying activities and assignments that students complete. Alternative uses of the SIM lab space to facilitate learning in other contexts will also be discussed.



### LT3: Testing Validity & Reliability of an AI Survey Tool

Jennie Miron



The introduction of the artificial intelligence application ChatGPT to the world in November 2022 created a spark in the educational sector that required us to understand how teachers managed and negotiated AI applications as digital tools within their teaching practices. The research team adapted and tested a survey tool that would inform our knowledge about AI technology since it can dramatically affect our ability to deliver personalized, flexible, and accessible teaching to our learners. This lightning talk will introduce the survey tool and the methodological steps completed to achieve its validity and reliability. The next steps with the larger study currently underway will also be highlighted.

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### There is no Sustainability Without Equity: A Community Approach to Climate Action – Room L121

Kimberly Daniels, Lindsay Walker, Danielle Paige Jeancart



In June 2023 Humber College launched a new division, Inclusion and Belonging, which brought together Equity, Diversity & Inclusion (EDI), Indigenous Education & Engagement (IE&E) and Sustainability Teams. Our vision is a future where these 3 areas are not separate paths but converge to guide our actions and decisions. We recognize that sustainability is not only about environmental stewardship but also about sustaining cultures, languages, and ways of knowing that Indigenous communities bring to our collective learning. As well, addressing inequities and maintaining the health of our planet are interdependent challenges and moving the Office of

Sustainability into Inclusion and Belonging brings an intersectional lens to our work. Human and environmental systems are intertwined, co-evolving, and complex, thus embracing the concept of Mino Nawendiwin (good relationships) and how we are all connected to the land, animals, water, sky, plants and peoples within this web of relationships.

In the last several years the 3 areas have grown and built a strong supportive partnership that has deepened the institution's understanding of the inextricable interconnections of Indigenous Ways of Being Knowing and Doing, and EDIB with sustainability and climate action.

This panel will bring together staff from all 3 teams to discuss the path we've been on and share specific community engagement initiatives related to campus life, teaching and learning, study abroad and campus operations and how we share space together to grow and learn.

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## Session Block B

### 2:00 PM – 3:00 PM

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#### **A Smart City Development Platform Built with LEGO Bricks – Room CTI 306**

*Adam Thomas, Sean Doyle, Ahmed Sagarwala*



In this demonstration participants will be introduced to BrickMMO: A Smart City Development Platform built with LEGO Bricks. This platform provides students with a sandbox to apply their newly learned skills and collaborate with students from other fields.

The demonstration will include an introduction to the smart city, a case study on how it is currently being used to improve student learning in the Web Development program, an explanation as to how other programs can include their programs, and a chance to brainstorm how their students can contribute.

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#### **Creating WOW in Your Classroom – Room L121**

*Susan Kates*



In this session, participants will share their stories on how they create WOW in their classrooms where students give them a standing ovation.

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#### **Fingerprint Development – Room F311**

*Debbie Harris, Dennis Buligan*



The practice of fingerprint identification has been present in North America since the early 1900s. Our presentation aims to illustrate the evolution of fingerprint technology over the years, followed by a hands-on demonstration where everyone can participate and experience the practical application of fingerprint techniques.

**IMPORTANT NOTE:** Due to potential safety risks, individuals who are pregnant or suspect they may be pregnant are advised not to participate in this session.

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## Lessons learned from a Cross-Institutional Interprofessional Collaboration – Room L119

*Fabian Rayne, Genevieve Mailloux*



This workshop will highlight outcomes of a Cross-Institutional Interprofessional Education (IPE) experience that brought together physiotherapy, chiropractic, massage therapy and kinesiology students from various institutions to learn with, from and about each other. The facilitators will share lessons learned from this impactful experience and encourage participants to consider how cross-institutional collaborations and insights from people with lived experiences can enrich teaching and learning outcomes within their respective programs.

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## Pond Dip Pedagogy: Encouraging Curiosity in the Humber Arboretum – Arboretum / Welcome Gazebo in the Arboretum turn circle

*Michael Naumoff, Lisa Marie Tontodonati, Kanchan Sharma*



Using a long-handled net to explore the life found in one of the Humber Arboretum's garden ponds is one of the most popular activities among kids who attend Nature Camp or visit the Arboretum on a field trip with their school. It's also a key activity that the Arb's education team use to encourage great questions while building respect towards all living things. During this session you will get to experience a pond dip for yourself while you learn some of the techniques the education team use to foster curiosity and nature connection. Please remember to bring your adventurous spirit and wear shoes that you don't mind getting a little dirty!

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## Rethinking the Definition of Hybrid to Connect Students Across Humber's Campuses – Room K148

*John Lam, Sarah White*



This interactive workshop will expand the common understanding of hybrid delivery models from meaning either in-person, or digitally (connecting from home), to an integration of on-campus locations for greater accessibility and connection with students across Humber's campuses. Using the Longo Centre for Entrepreneurship's example from the Longo Family Be Your Own Boss entrepreneurship program, a demonstration will be provided, and attendees will be invited to generate ideas on how collaborations between campuses, connected via technology, may help to enhance student learning and the student experience.

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## Taking up Space: Power, Identity, and Belonging in the Classroom – Room F232

Beth Washburn



In this interactive workshop grounded in sociological theory, the relationships between identity, experience, and belonging in the classroom will be explored. An autobiographical case study will be used to illustrate the workings of cultural capital, white privilege, and intersectional identity. Participants will have the opportunity to reflect upon their own biographies to better understand the impact of instructor identity on the classroom environment, and how the identities of their students affect their sense of belonging in the classroom.

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## Implementing a UDL Framework in Higher Ed – Room E135

Dr. Maureen Haran, Dr. Niamh Plunkett, Dawn Macaulay, Karyn Olsen, Elena DeGregorio, Michael Taylor, Mackenzie Ketchell



This conversation will explore the Universal Design for Learning (UDL) initiatives at Atlantic Technological University (ATU) in Ireland and at Humber College. The panel will share ways they are creating opportunities to integrate UDL to create more inclusive and accessible learning environments. This is a great opportunity to learn about the practical applications of UDL and how it is enhancing educational experiences for all students.

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## Session Block C

3:15 PM – 4:00 PM

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## Lightning Talk - Group 3 – Room N214

### LT1: Re-imagining Clinical Spaces to Better Support Learner Mental Health

Leslie Furlonge



While a significant number of Humber's learners seek support through our Mental Health and Counselling Services, there's a considerable cohort accessing the support of the medical team within the Health Centre. In response to this demand, we reflected on how to better foster our learners' sense of safety and belonging within traditional clinical spaces. We examined both physical space and learning opportunities for our staff to enhance their ability to support our diverse student population. The aim of this 'lightning talk' is to demonstrate how small changes in physical spaces, along with engaging learning initiatives aimed at deepening our team's understanding of supporting diverse student needs, can profoundly impact the well-being of the learners we serve and the team that supports them.

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## LT2: Inspiring Brave and Safe Connections: Reflections from the Black African ERG (BAERG)

*Burchell Hanson*



The Humber College Black/African Employee Resource Group (BAERG) is dedicated to fostering a culture of diversity and inclusion through continuous learning. We strive to be strategic partners with Humber, promoting an environment where all Black/African employees feel empowered, supported, and valued.

As we reflect on the theme of “Spaces & Places”, BAERG understands the importance and true progress required in creating environments where everyone feels a sense of belonging and is valued for their unique perspectives. This continues to be the basis of our approach in creating opportunities for meaningful connections.

This talk will highlight our work in creating a brave and safe space for our members, where we foster an environment of belonging, great camaraderie, and positive energy. We also create a brave and safe space for our members to have easy and difficult conversations, share experiences, increase awareness, adapt new skills for personal and professional development. Additionally, we strive to share useful information, unique perspective and practical experience across the college community and continue to explore opportunities for upward mobility and mentorship for our members and BSSE students.

BAERG believes in a holistic approach to tending the needs and aspirations of our members and the wider college community and a desire to be active participants in the goals of the institution, contributing to its success, stability, and sustainability.

## LT3: Humber Esports: Shaping Physical and Digital Spaces for Community Engagement

*Bernard Mafei*



Explores how the varsity esports program at Humber College has reimagined utilized traditional physical spaces + digital spaces to foster community engagement and inclusivity in both realms. Through innovative strategies and a collaborative spirit, we’ve transformed underused spaces into vibrant hubs for learning, creativity, and connection, and provided students a sense of belonging and purpose. By showcasing the journey we’ve embarked on this year, we demonstrate the adaptability and inclusivity of gaming + esports and how they can help transform spaces around us.

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## Lightning Talk - Group 4 – Room NX111

### LT1: Remixing Learning Environments for the New Normal

*Prasad Bidaye*



During the pandemic, many of us resisted the idea of a new normal for our teaching practices. In this Lightning Talk presentation, I will share how I embraced the pandemic as a creative opportunity to rethink the use of classroom space, online and off, synchronously and asynchronously. I will focus on the importance of developing spatial awareness for my teaching practice, which means actively thinking about the multiplicity of learning spaces, but also the multiple possibilities of singular spaces. To illustrate, this presentation will briefly track the evolution of my 'semi-synchronous' approach, which began in my pre-pandemic explorations with the HIVES and how it now informs my new normal of teaching in standard classroom spaces.

### LT2: Cultivating Inclusive Spaces and Places: Our experiences as nursing student research assistants working for the Health for All (HAP) Clinic

*Desiree Sorrentino*



The Health for All Partnership (HAP) is a nursing student-led, faculty supervised clinic designed to address the social determinants of health by promoting health equity among local communities who are underserved. It embodies Humber's Spaces and Places as it has become a safe space for anyone to receive help and support as it relates to their physical, mental, emotional, and spiritual health. Our involvement as research assistants for the HAP has allowed us to observe how the clinic team of nursing preceptors and students created an inclusive environment that serves their client communities.

Being nursing students from different program entry streams has also enabled us to utilize our lived experiences to create a safe space to hold conversations about diversity, equity, and inclusion, and its significance to the HAP clinic; while allowing for constant self-reflection that is applied to the research project.

We will discuss how our personal experiences and our experience as research assistants combine to create a space where we can learn and meaningfully grow as Humber nursing students and future graduates.

### LT3: Flipping Learning: Empowering Students as Co-Educators

*Tuba Chishti*



Placing students at the center of knowledge creation and away from being talked is a hard model, but in some cases, very doable for us as educators. In this talk, I will share how I allowed students to teach me and learn from each other in a 3-hour business class, and how this could apply to you as well.

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### AI, Algorithms & You: Your Input Needed on a Student Module on AI & Algorithmic Literacy – Room L119

*Christopher Rugo, Caleb Domsy*



Join us for an interactive feedback session on a soon-to-be-developed online module from the Library team. The module, tentatively titled “AI, Algorithms & You”, will explore the history and development of algorithms and AI systems, it’s implications for daily and academic life, and strategies for responsible use. Once complete, the module will offer opportunities for learners to consider AI in ethical ways so they can become responsible and informed digital citizens. We invite faculty and staff to share their feedback and insights as we develop this module over the summer and prepare for a Fall launch.

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### Building on Our Past Spaces and Places: Integrating Archival Content into Your Course – Room F232

*John Yolkowski, Arvind Kang*



One of the most recent spaces to open at Humber College is our Archives Room at the North Campus. This presentation will give participants the chance to explore how they can use the Archives, and also items from the history of Humber (the history of our space and the people in it) in developing their courses and assignments. Benefits that will be explored will be using archival material to create course content which is meaningful to students (dealing with their place and their “Humber home”), that provides resilience to AI-plagiarism by allowing students to visit a specific place for their assignments and by relying on unique and one-of-a-kind material.

The session will conclude with a presentation by going through examples of assignments that can be created using archival content, including an in-depth exploration of one using material from the Faculty of Media and Creative Arts archives (although we will also touch on how other faculties, such as Applied Sciences & Technology, Business, Health Sciences and others can develop assignments with archival content). This will give participants the chance to see first-hand how integrating primary source material from Humber into their class is both feasible and exciting.

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## Creating Artificial Intelligence Learning Spaces – Teaching Prompt Engineering & Artificial Intelligence Literacy – Room F233

Jennie Miron



Artificial intelligence (AI) has presented 21st-century teachers with some of the greatest challenges and opportunities in teaching and learning. This interactive workshop will encourage participants to explore their current classroom approaches to incorporating AI so that we create spaces for students to learn and appreciate AI's capabilities and limitations. Understanding and navigating the art of prompting and exploring our roles in supporting student AI literacy will be the foci of the workshop. Participants are encouraged to bring their unique course and learning objectives to the session for practice in the workshop. If you are interested in attending this workshop you are encouraged to review the AI Literacy Framework (<https://kennedyhq.com/wp/2023/12/21/ai-literacy-framework/>) and read the article by Dr. Leo Lo (Lo, L. S. (2023). The CLEAR path: A framework for enhancing information literacy through prompt engineering. *The Journal of Academic Librarianship*, 49(4), 102720-102729. <https://doi.org/10.1016/j.acalib.2023.102720>).

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## Cultivating Wellbeing in Learning Environments – Room F236

Leah State, Ewnet Demisse



Research overwhelmingly emphasizes that positive well-being, including positive mental health, significantly contributes to student success. Building on this research, the Okanagan Charter, an International Charter for Health Promoting Universities and Colleges (2015) – urges post-secondary institutions to integrate health into everyday operations, business practices, and academic mandates. This workshop aims to amplify the extensive support available from Student Wellness and Equitable Learning (SWEL) to assist faculty in fulfilling the mandate of the Charter. Furthermore, we aim to emphasize our team's support for faculty, ensuring they feel empowered and not alone in this work. Highlighted initiatives we will share include curriculum infusion opportunities, a provincial toolkit to support well-being in learning environments, and an overview of a workshop to enhance faculty response to learners in distress.



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## Embracing the Land: Outdoor Learning at the Humber Arboretum – Centre for Urban Ecology, Front Door

*Maya-Rose Simon, Jennifer Ball, Angel Suarez Esquivel*



In alignment with this year's theme of “Spaces & Places” at Humber's Showcase, our proposal seeks to highlight the innovative use of the Humber Arboretum as a dynamic educational space. This workshop will demonstrate the transformative power of outdoor learning environments in fostering deep, experiential connections with the natural world, enhancing academic learning, and promoting well-being among students.

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## Exploring Queer Histories & Navigating 2SLGBTQ+ Affirming Spaces in Public Life – Room F310

*Iva Pivalica, Vince J. Ciarlo*



This session explores the significance and impacts of Canadian queer historic events, such as what came to be known as the “LGBTQ Purge” between the 1950s and mid-1990s, the Glad Day Bookshop raid of 1982, and New Brunswick and Saskatchewan’s Sexual Orientation and Gender Identity policies impacting queer youth today. By examining key historic events in 2SLGBTQ+ history, participants will gain insights into the impacts of queer erasure on mental health and being, challenges experienced in academic settings, and the possibilities of what queer activist thought can bring to our spaces. The aim of the session is to facilitate meaningful discussions, develop practical strategies for fostering affirming spaces, and to encourage participants to contribute to shaping the future of 2SLGBTQ+ inclusivity at Humber. All members of the Humber community, allies and 2SLGBTQ+ identifying individuals alike, are invited and encouraged to learn and participate in this session.

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## Frass Grass Graffiti – Room L121

*Jakub Dzamba*



The workshop will be grounded in the act of applying cricket frass to grass otop of a 4 x 4 meter stencil of the Humber logo. We will delve into how cricket frass operates as a novel plant and microbiome stimulant, and how this can become a basis for cross-disciplinary collaboration at Humber.

This subject matter is so new that anyone can become an expert, and therefore an active contributor to the industry – even with a 45 minute tutorial. In other words, rather than tearing down barriers to learning, we would be working in a space so close to the cutting edge of R&D that there are no (or very few) perceived, imagined or formalized barriers.

The depth of knowledge in the industry is still very shallow, because the industry is so new. Therefore, anyone can become an expert relatively easily, and any idea could be a great idea!

I have been playing a pioneering role in the development of insect agriculture in North America and Europe since 2010, and it would be a privilege to share my accumulated knowledge and experience with those interested to allow them to utilize the learning and innovation spaces at Humber to push the field forward.

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### **Innovation in Teaching Advanced Research – Room F421**

*Doug Thomson, Megan Sheridan (student), Mark Rogozovsky (student),  
Richelle Pang (student), Brooke Utter (student)*



How do we make learning how to conduct undergraduate research more engaging, fun and successful? This session explores how a final year research thesis class was run in Criminal Justice from both the Professor (Doug Thomson) & students perspectives. It will allow you to participate in some of the activities that were conducted, as well as highlighting the research that the students conducted – including using the Simlab, interviews with police and how to reduce cheating in your classes.

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### **Integrating the HLO Mindsets into Teaching and Learning – Room K148**

*Karyn Olsen, Sara Mazrouei, Mike Wise, Stephen Stockton, Steven Lorini,  
Raji Subramanian, Fabian Marks*



This session will introduce Humber faculty and community members to the concept of HLO mindsets and share examples of how faculty have been integrating the EDIB, Sustainability and Systems thinking mindsets and the Critical Thinking meta-skill into their teaching practices.

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## Stretch and Mindfulness in Nature - Arboretum

Colleen Sartell



This workshop, hosted by the Centre for Innovation in Health and Wellness, offers a unique opportunity to explore wellness activities in a serene setting. Join us in the Arboretum for an invigorating experience that combines guided mindfulness meditation and gentle stretching amidst the natural beauty of the outdoors. There are numerous benefits to spending more time in nature, including but not limited to:

- Increased feelings of calmness
- Restored capacity for concentration and attention
- Reduced symptoms of anxiety and depression
- Reduced irritability
- Reduced feelings of isolation

Participants will experience how nature can amplify the benefits of wellness activities, and how outdoor wellness can contribute to overall health.

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## Telesimulations: Delivering Simulations in a Simulated Place within the Digital Space – Room F311

Jeffrey Ng



The SIM Lab, within the Faculty of Social and Community Services (FSCS) at the Humber Lakeshore Campus, would like to demonstrate one of our newest simulation techniques: telesimulation at Showcase 2024. Telesimulation combines simulation and telecommunication resources to deliver simulation-based learning activities. The SIM Lab has started using telesimulations during the 2023/2024 academic year, to extend the lab's capacity to deliver more simulations, using a simulated place within the digital space, overcoming its physical simulation space limitations.

Using telesimulations, the SIM Lab delivers synchronous, online, personalized simulations for various courses, promoting accessibility and minimizing learning barriers. The learners just schedule their appointment, receive their meeting link, and then, join their telesimulation session during their appointment time to complete their simulation. The sessions are facilitated by SIM Lab representatives, and the simulation experience is equivalent to an in-person session at the SIM Lab. Therefore, these telesimulation sessions are facilitated remotely within a common, interactive digital place, where learners can experience and complete their simulations online at the comfort of their selected time and physical space.

The SIM Lab would like to use this opportunity to share how it uses telesimulations to deliver simulation-based learning activities for learners at Humber.

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## The Idea Lab: A Flexible Space for Alternative Assignments – Room LRC 3083

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Are you moving away from traditional written essays or research papers? Are you exploring alternative assignment formats such as videos and podcasts? Are you wondering where to send students for studios, equipment, resources, and supports? The Idea Lab can help! In addition to online resources and supports, the Idea Lab has studios and equipment at North and Lakeshore campuses where students can make, create, and innovate.

At this session we will take you on an in-person tour of the Idea Lab studios at North campus (and a virtual tour of the Lakeshore studios). Together we will explore some of the digital media assignments the Idea Lab has supported in our spaces over the past few years. We will also discuss designing and planning assignments that can leverage our spaces.

Come and try out our podcasting and video equipment and see how easy it is to create professional sounding and looking content.