CONFERENCE PROGRAM

BUILDING BRILLIANCE
Showcase 2025

Thursday, June 5th
Humber Polytechnic, Lakeshore Campus

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

Program is subject to change. Accurate as of May 27/25

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

HUMBER POLYTECHNIC | Centre for Innovative Learning

PROGRAM SCHEDULE

8:00 AM - 9:00 AM	Registration L1001	
9:00 AM - 11:00 AM	**Conference Opening** Innovation of the Year Award Presentations Keynote Address by Dane Jensen *"Building Personal Resilience"*	G101
11:00 AM - 11:15 AM	Transition to Sessions	
11:15 AM - 12:15 PM	**Session Block 1**	
12:00 PM - 1:00 PM	Lunch	L Building, 2nd floor
1:00 PM - 2:30 PM	**Exhibits** **Poster Session**	L1001
1:45 PM - 2:00 PM	Transition to Sessions	
2:00 PM - 3:00 PM	**Session Block 2**	
3:00 PM - 3:15 PM	Transition to Sessions	
3:15 PM - 4:15 PM	**Session Block 3**	
4:15 PM - 5:00 PM	**Closing Reception** Networking Raffle and Prize Giveaways	G101

Innovation of the Year Awards Presentation

Join us as we recognize our 2024-2025 Innovation of the Year Award recipients. The presentation will showcase the winning projects and include presentation of certificates.

Keynote Presentation

Building Personal Resilience
Dane Jensen, Author and CEO

EXPLORE THE WHY, WHAT AND HOW OF RESILIENCE

When you are under pressure, there is an additional layer of skills required to be effective. Over the long term, success in high pressure situations hinges not just on your skills and knowledge, but also on your ability to recover, remain focused, stay energized, and show up motivated every day; in other words, your ability to be resilient.

Participants leave the keynote with a better understanding of how resilience is relevant to their own lives, the choices they have to increase their own resilience, and the self-awareness and motivation to begin investing in their resilience.

IN THIS KEYNOTE, PARTICIPANTS ARE INTRODUCED TO:
- What resilience is
- How resilience is a vital skill in an adaptive future in which things are constantly evolving
- The four choices they have to enhance their own resilience
- How their perspective influences their resilience
- Why it's better to be a thermostat than a thermometer
- How too much energy can lead to choking – and what to do about it
- How the imagery they hold can either support or undermine their ability to be resilient through change

Building Brilliance SHOWCASE 2025

HUMBER POLYTECHNIC | Centre for Innovative Learning

Session Block 1
11:15 AM – 12:15 PM

Rebuilding CYC Practice
Room F105
Kelly Cassano, Rebecca Johnston

By reimagining learning and building partnerships, this capstone course was redesigned to support meaningful assignments that deepen exploration in the field of Child and Youth Care. Students identified issues of colonization and systemic barriers, then self-selected topics for the semester. Working in teams, they completed a series of activities and assignments. Drawing on research, discussions with Social Work students at the University of Strathclyde in Scotland, and field placement experiences, the teams developed professional reports with practical recommendations to teach peers on their subject. This showcase highlights how the course's open design fosters personalized, future-focused learning, promotes collective productivity, and addresses societal change—including a digital "Choose Your Own Adventure" story created by one student.

Simulation-Based Learning to Build Resilience in Behavioural Science Students
Room D204
Jeffrey Ng, John Kosmopoulos

This session will demonstrate how projection-based simulation technology at the FSCS SIM Lab is used to deliver individualized, in situ simulations for 4th Year Bachelor of Behavioural Science students. This simulation-based learning activity provided each participant with an opportunity to manage a simulated case, providing support to a virtual client, through multiple sessions from case initiation to closure, promoting resilience skills and psychological flexibility in learners and graduates to be ready in the workforce of the future These simulation-based learning activities were designed and developed through a strong collaboration between Humber faculty, staff, and students. During this session, success stories and implications from this strong collaboration will be highlighted followed by an excerpt demonstration from this 1-hr long, simulation-based learning activity, centered on the introduction and application of Acceptance and Commitment Therapy (ACT) concepts and skills.

"And then it went horribly wrong!" How to make thesis research fun
Room H112
Doug Thomson, Meghan Martone, Tayub Butt, Hannah Lalonde, Kristen Ferro

How do you make the stress of doing research manageable and actually enjoyable? This session will show you fun research techniques to demystify the research process and engage the students in your courses to enjoy the work and build a community. Students will also tell you how it went wrong for them & how they made it work.

Re-imagining Learning Experiences with the Idea Lab
Room G building, 3rd floor

Ewan Gibson, Erin Walker, Valerie Benigno, Renata Pinto, Rafia Naz, Julia Woernert, Loreanne Larbi

Are you moving beyond traditional essays and exploring videos, podcasts, or other creative formats? The Idea Lab can help! With studios and equipment at North, Lakeshore, and (coming Fall 2025) Downtown campuses, students can make, create, and innovate. This session includes an in-person tour of the Lakeshore studio and virtual tours of North and Downtown. We'll showcase digital media assignments supported by the Idea Lab and discuss how to design assignments that leverage our spaces and resources. Try out podcasting and video gear, see 3D printers, a laser cutter-engraver, and textile tools in action. Learn how the Idea Lab can partner with you to enhance student learning. After this session, attendees will be able to locate and use Idea Lab resources, integrate them into assignments, assess their benefits and limitations, and identify additional student supports.

Igniting Global Learning through Collaborative Online International Projects
Room I202

Rossie Kadiyska, Mary-Ann Ball, Congying Guan, Anita Love

This session traces a five-year collaborative online international learning journey between NTU and Humber Polytechnic, now fully woven into the curriculum through Team-Based Learning. Anchored by industry collaboration with Commonwealth Fashion Council, UK, and ReTuna, Sweden ,—the world's first sustainability mall—students and faculty spotlight how global classrooms, student creativity, and real-world partnerships have redefined experiential, sustainable, and international learning.

Hacking Hackathons: Leveraging Industry Challenges for Experiential Learning
Room D109

Emily Buchnea, John Lam, Ciara McVeigh

During this interactive workshop, we will show you how you can design and deliver hackathons that push students to develop their entrepreneurial skills and achieve a real hands-on experience in innovative thinking. We will explore the key ideation and collaborative elements of a hackathon by doing what we do best – running a hackathon!

Participants will experience what a student hackathon entails by working in teams to ideate and pitch a solution to the challenge: How do we design more innovative experiential learning for 2025 and beyond? Using mini workshops to explain the student ideation process, detail the core elements of an effective pitches and collaborate on solutions, we will demonstrate how hackathons encourage students to further develop skills such as opportunity recognition, systems thinking, resiliency, action orientation and risk management. Step into your students' shoes to experience how they learn to innovate!

Brilliance in the Everyday: Hidden Innovation at Humber
Room D200
Muge Abac, Camila Perez Pena

We'll talk about ORI's BE Challenge, which uncovers and celebrates simple, low- or no-cost innovations developed by front-line staff. These integration and automation solutions enhance both on-campus and remote work. The challenge is grounded in the belief that innovation doesn't require experts, advanced tech, or big budgets—it already exists in everyday work. The goal is to discover, share, and scale these grassroots efforts so innovation becomes a collective, ongoing practice across Humber. We'll share how the challenge was designed to surface internal creativity, amplify talent, and foster a culture where operational excellence is valued. Participants will also be invited to share ideas or examples of inclusive innovation in their own areas.

Lets Get Organized! Reimagining Learning through the Labour Movement
Room F203
Usman Malik, Chandra Hodgson, David Vazquez-Abrams, Milos Vasic

Modelling labour advocacy can reimagine education by teaching students how social justice can contribute to economic progress. In this workshop, representatives from the Humber Faculty Union will introduce strategies for organizing that enable faculty to advocate for themselves and their colleagues, inspiring students to enter the workforce with the confidence to challenge traditional systems and structures.
First, attendees will be invited to participate in an activity where they identify leaders from several profiles. Attendees will consider how each colleague can help build solidarity. Second, we will show how the language we use has powerful implications for belonging. Participants will practice language cues that support a more inclusive workforce. By participating, attendees will be empowered to engage in labour advocacy, inspiring students to address societal challenges and drive social and economic change.

Instructors' Perspectives on AI in Higher Education Learning Settings
Room F214
Jennie Miron, Mark Karam, Karimah Kiranda, Ana Gimenez

Are higher education instructors engaging artificial intelligence (AI) in their learning settings? What factors are affecting such engagement, and how are instructors feeling about AI use in the teaching and learning context? A mixed-method study at Humber Polytechnic exploring instructors' intentions to integrate AI into teaching will be discussed. Using Ajzen's Theory of Planned Behaviour, the quantitative phase surveyed instructors (n=87) and used multiple regression analysis, showing that positive attitudes are the strongest predictor of AI adoption. The qualitative phase involved interviews with 25 instructors, analyzed thematically. Five themes emerged: understanding and perceptions; student usage and engagement; managing and controlling AI; opportunities for generative AI; and external and institutional influences. Implications for practice will be shared, highlighting the need for responsive strategies to incorporate AI in higher education and support student learning.

Lightning Talk – Group 1
Room F205

LT1: Collaborative Testing: Rethinking Assessment to Build Brilliance
Estefania Toledo

In response to Canada's productivity crisis and the need for collaborative, critical thinking, and emotional intelligence skills, this Lightning Talk explores collaborative testing as an innovative pedagogy to enhance student engagement and success. Drawing on STEM and Nursing research showing improved retention and reduced test anxiety, the session shares insights from implementing collaborative testing in a Positive Psychology course. This approach supports Humber's Learning Outcomes of collaboration, communication, leadership, and strategic problem-solving. Educators are invited to reimagine assessment as a co-construction of knowledge. The session includes implementation strategies, student feedback, and reflections on how collaborative testing fosters an inclusive, learner-centered academic culture. Participants will leave with practical tools to integrate this approach into their teaching and support learners in thriving within complex, interconnected environments.

LT2: Lego City Crisis: A Creative, Hands-On Public Relations Simulation
Erin Neumann

What happens when a Lego city becomes the setting for a real-world PR crisis? This interactive session explores how a miniature, hands-on simulation reimagined traditional teaching by blending play, creativity, and critical thinking. Participants will discover how immersive, role-based learning environments can personalize education, foster collaboration, and boost student engagement and confidence—adaptable across disciplines. The session highlights Humber's experiential approach to learning through a mock PR crisis in Lego City at the BCTI. Attendees will leave inspired to design imaginative, high-impact learning experiences in their own programs. This approach challenges conventional pedagogy and emphasizes the power of individual and collective collaborative play, storytelling, and student agency to drive meaningful and creative educational change.

Lightning Talk – Group 2
Room F212

LT: Personalizing Learning with CBE: Insights from Health Sciences and Wellness
Ajay Rampersad, Noah Gentner, Shyam Mohamed

This session showcases how competency-based education (CBE) can revolutionize polytechnic education by replacing traditional time-based models with flexible, outcomes-focused learning. This approach has the potential to address Canada's productivity challenges by producing graduates with industry-aligned skills that meet critical labour market needs. In three lightning talks, participants will engage with results from two Faculty of Health Sciences and Wellness CBE pilots: Wellness Coaching and Health Sector Regulatory Compliance. Through interactive demonstrations of delivery models, assessment techniques, and implementation strategies, attendees will identify practical CBE applications. The session also illustrates how reimagining learning through CBE can forge deeper industry partnerships and transform education into a personalized journey that honours each student's unique path to mastery.

Building Brilliance SHOWCASE 2025

HUMBER POLYTECHNIC | Centre for Innovative Learning

Exhibits (L1001)
1:00 PM – 2:30 PM

Broadcast-Broadband Convergence B²C Lab
Manivannan Kannan, Orest Sushko, Willie Perez

The Broadcast-Broadband Convergence B²C Lab will be showcasing its various technology clusters including the advanced broadcast technology (ATSC 3.0), Anechoic RF chamber, the 5g cores. Particularly it will showcase ATSC 3.0 broadcast applications including a novel emergency first responder communications network, as well as a complementary GPS alternative timing solution known as Broadcast Positioning System (BPS).

This is an excellent opportunity to learn in the different technology clusters including the capabilities of the new Terrestrial Broadcast System (ATSC 3.0) as a data delivery system that can be leveraged to develop scalable solutions for multiple sectors including convergence with 5G networks. A great opportunity to connect with our experts and get involved in emerging research initiatives.

What is the Idea Lab?
Ewan Gibson, Erin Walker

The Idea Lab is a library initiative designed to support digital fluency at Humber. Come visit the Idea Lab table and find out how we support students, staff, and faculty. We will be showcasing some of our equipment and resources. Are you interested in re-imagining assignments and exploring new formats such as podcasts, videos, or websites? Looking for creative resources to recommend to students working on capstone projects? Drop by, chat with us, and learn more about how the Idea Lab can partner with you.

Recognition of Prior Learning
Melinda Kao, Judy Tavares, Chiara Filicetti, Katie Cook, Laura Facciolo, Michelle Ng

Recognition of Prior Learning (RPL) is a strategic priority for Humber that enables students to personalize their learning journey by having previous formal, informal, and experiential learning recognized for academic credit. Participants curious about Humber's processes, policies, and practices related to RPL can liaise with staff to learn more about transfer credit, pathways, and prior learning assessment and recognition (PLAR) opportunities specific to their academic programs.

Visit our exhibit to learn about the innovative work underway, including pathway review and optimization, the PLAR self-assessment tool, our new pathway combo search, and a formalized PLAR assessment design process.

Get Funded: Exploring Grant Opportunities at Humber Polytechnic
Lisa Anketell, Juan Felipe Garcia, Barath Roy Michel

Join the Office of Research & Innovation (ORI) for an informative exhibit exploring Tri-Council funding (NSERC, SSHRC, CIHR), federal and provincial grants, and specialized options like NSERC's Mobilize Fund*. We'll also highlight Humber's funding stream, Brilliant Catalyst, designed to support innovative research projects. Whether you're new to research funding or looking for new opportunities, this exhibit will provide valuable insights into available resources and how to access them.

This exhibit is directly connected to the Building Brilliance themes of "Forging Deeper Partnerships" and "Driving Impact" as it uncovers multiple avenues to access funding, in collaboration with industry and community partners, to solve real-world problems. This exhibit is also connected to "Reimagining Learning" as it reveals opportunities to involve students in applied research, and to bring research findings into the learning experience.
Formerly the Greenfield Research & Innovation (R&I) Fund

Voices of Brilliance: Storytelling in Learning, Teaching, and Innovation
Anju Kakkar

Humber Press and the Humber Literary Review are proud to co-create a space celebrating storytelling as a cornerstone of academic life—nurturing innovation and creativity. This collaboration highlights our shared commitment to diverse voices and meaningful engagement within and beyond Humber Polytechnic. Humber Press shares stories of academic excellence, student success, and faculty innovation through engaging formats like the award-winning SPARK magazine and Journal of Innovation in Polytechnic Education (JIPE). Partnering with the Humber Literary Review - a national arts and literary magazine produced by Humber faculty - we unite two storytelling platforms to show how narrative bridges disciplines. Our joint booth offers a multi-sensory experience with interactive prompts and reflective activities to spark curiosity and celebrate the transformative power of story in education.

From Classroom to Community: Health Innovation Challenge
Vanita Varma, Nicole Tonus-Conti, Colleen Sartell

This exhibit will showcase the annual Health Innovation Challenge (HIC) hosted by the Centre for Innovation in Health & Wellness (CIHW). The exhibit will explore how students from diverse program areas and faculties successfully collaborated in interdisciplinary teams to develop innovative solutions for health issues like Type 2 Diabetes and Mental Health. It will also explain the role industry healthcare professionals played, providing practical insights and bridging academic learning with real-world experiences.

The challenge exemplifies this year's theme of "Building Brilliance" through fostering critical thinking and creativity, encouraging 'out of the box' solutions to increase knowledge and awareness on chronic disease prevention, driving impact and re-imagining learning. Attendees will engage in interactive discussions and

connect with organizers and student participants, exploring the impact of this initiative on student learning and employability skills.

Humber College Faculty Union Information Center
Usman Malik, Chandra Hodgson, David Vazquez-Abrams, Miriam Novick, Milos Vasic, Pearline Lung

The Humber Faculty Union proudly represents full-time and partial-load professors, librarians and counsellors at Humber Polytechnic. This exhibition will give faculty the opportunity to engage directly with their union representatives and learn about their rights.

Collective bargaining and workplace organizing have ensured that faculty have access to important benefits and protections. These hard-fought gains empower faculty to become world-class educators who constantly innovate in their teaching and meet the challenges Canada faces today.

By engaging in this exhibit, faculty participants will better understand what union membership entails and how our union is fighting not only for faculty well-being but also for a sustainable, forward-thinking Humber.

As part-time and sessional faculty have recently become unionized, this exhibit will allow new members to ask questions, understand what unionization entails, and prepare for the next steps toward their first collective agreement.

A Smart City Development Platform Built with LEGO Bricks
Adam Thomas, Ahmed Sagarwala

Participants will explore a 1:45 scale Smart City Education Platform built with LEGO® bricks and designed to give students hands-on industry experience within the classroom setting. They will also discover how LEGO® bricks are being used to promote cross-program collaboration, support personalized learning paths, and spark innovation.

Explore Testing Services at Humber Polytechnic!
Erin Gray, Katarina Mebaoudj

Discover how Humber's Testing Services empower learners and educators alike. We'll spotlight the suite of services offered through Education and Training Solutions (ETS) from accommodated testing to external credential exams. This session aligns with Building Brilliance by showcasing how accessible, reliable testing environments support academic integrity, learner success, and institutional excellence. Through real testing services examples and a rapid-fire Q&A, we'll engage staff and faculty with practical ways to connect students to the right services and how testing plays a critical role in supporting diverse learning needs across the polytechnic. Attendees will leave with a clearer understanding of how Testing Services are building brilliance at Humber Polytechnic, one assessment at a time!

Transform Course Materials in Blackboard with the Library's Leganto

Aliya Dalfen, Adam Weissengruber, Jason Rouatt, Stefanie Read

Introducing Leganto, a Library Course Resource platform that allows faculty and instructional designers to create dynamic resource lists in Blackboard. Leganto's tools allow for easily customizable, collaborative and interactive course resource management and curation, and help ensure course materials are accessible to students at zero cost, from the first day of class. At the marketplace, the Library will provide live demonstrations of Leganto in Blackboard, answer questions and provide guidance on how to easily adopt Leganto in future courses.

Quality Assurance at Humber

Melissa Van Twest, Sofia Bianco, Jason Benlas, Barb Martin

Meet the PPDR Program Quality team and discuss elements of Humber's Quality Assurance and Continuous Improvement Framework. The team will discuss, and answer questions related to post-secondary credential levels, continuous program improvement, external QA bodies, and gather new program ideas from participants. The framework connects to the conference theme in many ways. Through collaborative engagement and connection, the framework supports the reimagining of learning in both new and current programs, and provides opportunities to deepen partnerships through program development and renewal.

Office of Sustainability booth

Lindsay Walker

The Office of Sustainability is here to support the campus community in integrating a sustainability mindset into Humber's culture and curriculum. In 25/26 the team plans to continue to align it's events and supports directly to courses and needs of faculty. Come by for a chat!

IE&E Academic Exhibit Booth

Danielle Jeancart, Carrington Christmas

IE&E Academic will have an exhibit booth set up with books and items related to Indigenous Pedagogy, as well as information about our services. Additionally, faculty can come by and ask questions about integrating IWBKD into the course curriculum.

How Marketing and Communications Tells the Humber Story
Ryan Bemaul, Dekel Chui

Humber's Marketing and Communications (GRMC) team wants to tell your story.

Marketing and Communications strategically highlights Humber's cutting-edge facilities and spaces, showcasing how these environments drive innovation and learning. They curate engaging content like Humber news and campus tours, spotlighting state-of-the-art labs and collaborative areas where groundbreaking projects thrive.

Additionally, GRMC amplifies diverse voices by showcasing student success stories, faculty research achievements, and initiatives promoting diversity and inclusion. Through targeted marketing campaigns, social media initiatives, and campus events, Marketing and Communications ensures a wide range of perspectives are heard and celebrated. Drop by and find out how we can help share your Humber story.

Employability Experience Fund
Tuba Chisthi, Melanie Chai, Azieb Musa-Habtu

Visit our exhibit at Showcase 2025 to learn more about the launch and successes of the Employability Experience Fund. We will share the range of activities we were able to fund, student testimonials about how the fund supported their participation, and what's next for Year 2 of the Fund.

Innovative Learning
Ranya Khan, Emma Smith, Darren Richards, Falisha Rowe

Innovative Learning is dedicated to advancing teaching and learning practices with a focus on belonging, innovation, and sustainability. We support faculty in designing and delivering high-quality, student-centered learning experiences that integrate industry expertise and prepare learners for evolving workplaces and societal needs. Our team provides leadership, infrastructure, and support for faculty to explore and implement new teaching techniques, integrate advanced digital and AI tools, and adopt innovative practices that equip students with skills for both immediate employment and lifelong learning. We collaborate with faculty across campuses and disciplines to develop and support teaching and learning research projects, fostering inquiry and impactful innovations in education.

Come by our table to learn more about how we can support your in your teaching and learning journey. Plus, we have a chance for you to enter in a raffle and win a great prize!

Safety: A Core Foundation of Brilliance

Margaret Fung, Sayoojya Saju, Emily Chung

Safety is a cornerstone of any transformative educational strategy. As we reimagine learning, it is crucial that we continue to review the potential safety risks of new activities, equipment and environment, and incorporate the right measures to keep our learners and employees safe. The Occupational Health and Safety (OHS) team as well as members of Humber's Joint Occupational Health and Safety Committees (JOHSCs) will be present to provide an overview of safety-related resources and services. The OHS team is made up of health and safety professionals. Our JOHSCs are made up of members from faculty, support staff and administration who meet regularly to discuss relevant workplace health and safety issues, and conduct monthly workplace inspections. Drop by our booth to meet with representatives from the JOHSCs and OHS. You'll have an opportunity to test your health and safety knowledge and enter a draw for a prize.

Posters (L1001)
1:00 PM – 2:30 PM

Enhancing Comedy Access: Integrating Captions for Deaf and Hard of Hearing
Andrew Clark, Anne Zbitnew

This research was inspired by the observation that the gap between CC, SDH and performed audio comedy needs to be closed. CC and SDH do not always do justice to the comedy and translate it properly. The attempt to "close the gap" in the accessibility communication of comedy using CC and SDH was completed in March 2025. My Showcase will be an analysis of the results and findings, an appraisal of the process, and an investigation of use in the classroom.

CIHW Partnerships: Reimagining Prediabetes Screening for South Asian Youth
Vanita Varma, Kinza Malik, Karandeep Singh, Adriana Salvia

Partnering with Klick Labs and a University of Toronto epidemiologist, this CIHW-led research study explored prediabetes screening in young South Asians - a group that is predisposed to have a higher risk for Type 2 Diabetes. The research focused on using vocal biomarkers as a low-cost, non-invasive screening tool that supports timely intervention and reduces diabetes risk in vulnerable populations. The study offers bold, innovative strategies to address a growing health epidemic which may help lower healthcare costs and improve long-term outcomes. The session will include an interactive discussion and Q&A to foster collaboration and deepen understanding about this chronic health condition.

A classroom introduction to study abroad
Chrissy Deckers, Hai Duy Dao

This poster session will share research completed in a first semester classroom, which explored students' perception of a classroom introduction to the concept of study abroad to better understand child and youth care practice in international settings. The session aligns with the conference's theme of reimagining learning, as students often focus on the pleasure of a study abroad experience as opposed to the learning experience (Curtis, 2010; Feinberg, 2002; Forsey et al., 2012; Passarelli & Kolb, 2012; Tiessen, 2007). Participants will be engaged through informal discussion on research findings, implications and limitations.

Redefining Paramedic Education through a Lense of Trauma Informed Care
Rachel Bembridge, Meghan LePage and Year 1 Paramedic Student(s)

Paramedic education has traditionally focused on emergency response and life-saving interventions. While essential, communication and collaboration with patients are equally impactful. In the Paramedic Field Experience course, we emphasize patient-centred care, trauma-informed practice, cultural competency, and mental health. With both theory and lab components, students apply their learning in real-time scenarios that support skill development and reflection.
A key feature of the lab is student-led discussion and debriefing, encouraging feedback and deeper insight. This process is central to building brilliance in future paramedics—not just in technical skill, but in empathy, communication, and connection.
Our session includes a poster outlining course content, scenario details, debrief highlights, and student reflections. Attendees are invited to engage with students, ask questions, and leave with a renewed understanding of why patient-centred care must lead paramedicine.

Academic Plan Priority 3 Impact & Information
Darren Richards, Jennifer Larson

Humber supports faculty and staff in exploring innovative teaching and learning approaches that lead to transformative change across our learning environments. Learn about the impact of the funded Academic Plan Priority 3 projects at Humber and discover how you can get involved.

Academic Plan Project: Escape Humber - Using An Educational Escape Room To Teach Multidisciplinary Teams About Emerging Technology
Robert Blain, Sean Doyle, Tanya Greve

Viewed as a "living classroom," escape rooms are known for fostering student engagement and improving learner outcomes. This project can lead to transformative change across Humber's learning environments by promoting multidisciplinary collaboration, incorporating physical and digital elements using emerging technology, and making the learning experience more enjoyable for faculty and students by improving the accessibility of escape room learning materials.
The project aligns with the Humber Academic Plan by harnessing new technology, improving digital fluency and ultimately supporting innovative teaching and learning delivery. The initial design and build of the project incorporates physical and digital elements using Extended Reality (XR), Augmented Reality (AR), Artificial Intelligence (AI), the Internet of Things (IoT) and other emerging technologies.
The project's three phases include building an initial prototype for the escape room, examining how the materials created for the escape room can be used in various academic programs, and collaborating with faculty members to explore how they can customize the educational escape room for their use. After the educational escape room has been built, future studies will examine how the escape room can be modularized to be used by Humber faculty and students.

Academic Plan Project: Well-being In Learning Environments
Estefania Toledo, Jinhee Lee, Leah State, Christina Meredith, James Cullin, Lauren Riley, Vanita Varma

This project aims to enhance Humber Polytechnic's learning environments by integrating innovative practices that prioritize the well-being of students and faculty members. This cross-faculty collaboration addresses key goals of Humber's Academic Plan, focusing on Personalizing the Learning Journey and Empowering Teaching & Learning. Several faculties are implementing strategies to support well-being, including wellness breaks, authentic assessment, and personalized learning approaches that foster student belonging, retention, and success.

The project seeks to transform teaching practices to support learner resilience and mental health. By identifying innovative, promising practices and amplifying current teaching practices by Humber faculty, the project activities will embed well-being in learning environments, promote a shared commitment to learner success and lead to co-creation of a learning community that supports everyone to reach their full potential.

The project is informed by extensive research demonstrating the interlinking relationship between student well-being and educational achievement. The project outcomes include identifying promising practices, developing a teaching toolkit, and sharing insights through a mini-series podcast and faculty showcases. These resources will be adaptable, allowing for integration across classrooms and faculties promoting a diverse and inclusive learning environment. The initiative aims to positively impact graduation rates, program satisfaction, and classroom engagement by scaling these practices.

Academic Plan Project: Connections - From Class to Career
Mark Andrade, Michael Spencer

The "video podcast" is a dynamic initiative aimed at connecting the dots between academic disciplines and showcasing the interdisciplinary nature of education. The podcast brings together professors from diverse disciplines, including English, Nursing, Media Studies, Business, and Music, to discuss topics such as critical thinking, authenticity, and professionalism in today's digital world. By featuring engaging and thought-provoking conversations, the podcast demonstrates how different fields inform and overlap, helping students see beyond individual courses and recognize the interconnectedness of their learning journey. English professors Mark Andrade and Michael Spencer lead the podcast, interviewing faculty members to explore practical skills, academic insights, and industry trends. This project aims to inspire students to view their education as a cohesive whole, enhancing their understanding and application of essential skills.

The podcast will supplement curriculum across various programs, particularly benefiting hybrid and online courses through modular content and extension activities. Future episodes will explore topics such as critical thinking, professionalism, digital fluency, and authentic communication. The project also has the potential to expand by featuring industry professionals linking academic learning with real-world applications. With a humorous and genuine tone, "Connections" aims to make critical-thinking conversations practical and engaging, fostering a sense of community across departments. As the podcast evolves, its scalability and interdisciplinary approach hold the promise of becoming a significant initiative that unites faculty, students, and industry partners in a shared learning experience.

Academic Plan Project: Project Based Learning In FAST
Francis Syms, Shahdad Shariatmadari, Carl Oliver, Raji Subramanian

Project-based learning engages students in solving real-world problems and developing practical solutions. This approach addresses knowledge gaps and enhances key skills such as creativity, critical thinking, and digital literacy. Through hands-on projects, students are encouraged to innovate, collaborate, and apply new technologies, fostering a culture of continuous improvement. The interdisciplinary and collaborative nature of project-based learning ensures that diverse perspectives contribute to problem-solving, resulting in more innovative and impactful outcomes.

During the Fall 2024 semester, Humber's Information Technology (IT) Solutions Graduate Certificate and Electronics Engineering Technology Advanced Diploma Programs are implementing project-based learning approach in several courses with the aim to bridge the gap between theoretical education and practical application, preparing students for the complexities of the real world. This pilot will then expand to other semesters, with the long-term goal of implementing project-based learning for programs in Faculty of Applied Sciences & Technology. This project aligns with Humber's commitment to Equity, Diversity, Inclusion & Belonging (EDIB) and Indigenous Ways of Being, Knowing, and Doing (IWBKD) by incorporating diverse perspectives and promoting inclusive education that supports different learning styles.

Academic Plan Project: Student Driven Storytelling Module - A Project To Support Personalized Learning Journeys And Cross Faculty Research Teaching And Learning Initiatives.
Marilyn Cresswell, Doug Thomson, Emily Gaszynski

The Cross Faculty Storytelling and Exploration Lab (CFS & EL) is an innovative initiative aimed at helping students develop their communication skills through storytelling. The project is built on the foundation of collaboration, with students from three different faculties—Longo Faculty of Business, Faculty of Social & Community Services, and Faculty of Media, Creative Arts & Design—working together to develop their storytelling skills for effective knowledge sharing and communication. The project seeks to build upon past successful interdisciplinary problem-solving sessions by transitioning to an online, modular format where students can learn and engage with peers across disciplines.

At its core, this initiative aims to enhance effective communication by using storytelling principles and digital tools. The Effective Communication Through Storytelling Module (ECTSM) will introduce students to fundamental storytelling concepts and help them improve their communication skills regardless of their field of study. By leveraging new technologies and modular course design, students can develop essential storytelling skills that are transferable across academic and professional settings.

This innovative approach supports the institution's strategic goals by embracing authentic assessment, incorporating emerging technology, promoting digital fluency and competency-based learning, and modularizing curriculum. It aligns with the evolving needs of today's job market, where the ability to craft compelling narratives is highly valued in various fields, such as business, criminal justice, advertising and more. The long-term goal includes creating an online mini-assignment or module that any Humber students could use to hone their storytelling prowess.

Academic Plan Project: Personalizing The Learning Journey For International Students: Using Generative AI To Enhance Students' Communication Skills

Thi Than Truc Le, Redwan Siddiqui

Recognizing international students' diverse English language proficiency levels and communication needs, this project seeks to address the limitations of the traditional one-size-fits-all approach to language education by using generative AI tools such as Copilot to provide personalized learning experiences for ESOL (English for Speakers of Other Languages) students.

The project features an 8-week generative AI-assisted intervention that allows students to customize their learning experiences by selecting relevant modules and using AI-generated materials to develop targeted communication skills. The intervention includes: (1) an introductory module that covers generative AI applications in personalized learning, associated risks, ethical considerations, and effective prompt engineering; and (2) seven modules that focus on essential aspects of communication such as vocabulary, grammar, reading skills, listening skills, writing skills, oral communication, and cross-cultural communication.

Throughout the project, students will complete pre- and post-intervention surveys, engage in routine reflections and participate in post-intervention focus group discussions. Information from these data sources will be used to evaluate the impact of the current intervention and inform future iterations.

The project incorporates Universal Design for Learning (UDL) principles, which promotes diversity, equity, and inclusion by catering to individual learning needs. It fosters motivated, strategic, and resourceful learners by allowing students to take ownership of their learning through personalized content. Additionally, it supports students in developing digital fluency and professionalism by training them to use AI tools ethically and effectively. The project has the potential for scalability across disciplines. It could be iterated with future ESOL courses or adopted as a resource for various programs at Humber Polytechnic, with possibilities for interdisciplinary collaboration.

Academic Plan Project: Building A Bridge: Providing Training For Non-Direct Learners To Enter The AI Graduate Certificate Program

Dave Smiderle, Francis Syms, Alena Shah, Parisa Pouladzadeh

Artificial Intelligence (AI) graduate certificate programs fulfill an essential role in developing a growing and in-demand skillset for students interested in a broad range of practical applications, including natural language processing, image processing, computer vision and business decision-making. However, not everyone interested in these programs can be granted admission due to lack of prior training.

This project seeks to fill a number of current knowledge gaps, including understanding the types of pre-training/learning that would allow individuals to demonstrate prior learning and therefore grant entry and understanding the characteristics of the target audience in the area of non-direct learners who, upon completing the pre-training/learning, would enrol in a full-time two-semester post-secondary program. This project aims to increase enrollment in Humber's post-graduate certificate program in AI. The lessons and results of this study also hold the potential to be utilized for all graduate certificate programs at Humber. The project supports the aspect of the Humber Academic Plan that relates to supporting and promoting recognition of prior learning and ultimately making education more accessible for all learners.

Academic Plan Project: Assessing Fall Risk Associated With Aging Through The Lens Of Emerging Technology

Kia Sanei, John-David Kato, Maryam Davoudpour, Vlad Porcila

The focus of this project is to use concepts in biomechanics and exercise prescription to design an exercise program to improve the muscle function and activity in older adults to decrease the risk of falls. The data will also be used in collaboration with the FAST faculty to design and validate an e-textile wearable technology to detect muscle activity during various movements.

Students will also be able to experimentally test exercise prescription theories using biomechanical tools. Additionally, FAST faculty and students can use data collected from these tools to design wearables and improve the design. The integration of the new technology with the existing material used by faculty and students will enhance the ability to accurately study and analyze movement across different populations.

Integrating technology into learning will allow students to experiment and learn by analyzing movement using biomechanical tools, enhancing their understanding of injury prevention and exercise prescription. This cross-disciplinary initiative seeks to bridge gaps in current education by incorporating practical experiences and expanding knowledge application.

The project also aims to foster faculty collaboration across multiple disciplines, driving custom software development and wearable designs. The outcomes could significantly advance tools for reducing fall risks, thereby improving the quality of life for various populations.

Academic Plan Project: Designing Memorable Experiences To Motivate Students To Persist and Graduate

Jonathan Lau, Anette Borger-Snel, Julie Muravsky

Can designing memorable experiences improve students' motivation to persist and graduate? This project addresses one of the KPIs of post-secondary institutions—graduation rate—by testing the concept of experiences.

In line with recent academic literature, the project focuses on the student's persistence rate rather than retention rate, which refers to students returning to their program year-over-year. By utilizing design-thinking principles and placing students at the heart of the process, the project team seeks to develop a better understanding of the characteristics of effective student engagement.

To achieve this, the project will pilot an intervention in two programs within the Faculty of Social & Community Services (FSCS) & other programs experiencing low graduation rates. Collaborating with students, faculty, and staff, the team will co-create experiential learning opportunities designed to improve engagement and increase motivation. The intervention's outcomes will be compared against other programs, serving as control groups. This will help identify characteristics of effective engagement that influence persistence.

The project aligns with the Humber Academic Plan by promoting innovative teaching and learning delivery practices. Ultimately, the project seeks to amplify experiential learning and help students maximize the value of their educational journeys. The outcome of the study has the potential to be applied in various programs across the institution and lead to transformative change at Humber and beyond.

Session Block 2
2:00 PM – 3:00 PM

Is this a Game to You?! Turning course content into a (fun!) game.
Room D109

Sean Doyle

Reimagine learning in your classroom by leveraging the benefits of play-based learning. This session will discuss and explore strategies and approaches for creating a board game (or card game or digital game) that delivers your learning objectives to a deeper level in a more engaging way.

Design Dash: The PLAR Sprint Workshop
Room D200

Michelle Ng, Wenyangzi Shi, Laura Facciolo

This workshop will guide participants through a "design sprint" using a recently developed and piloted, 4-step process for building more effective and equitable Prior Learning Assessment and Recognition (PLAR) assessments. The goal of this workshop is to highlight PLAR as a rigorous process for validating prior learning, whether formal, informal, or non-formal.

Working together, participants will sprint through the design process from determining "performance indicators" to selecting a scoring tool. Along the way, we will explore the purpose of PLAR, the importance of a reflective approach, and the impact of consistent design practices. This session aligns with "Driving Impact" by enabling equitable access to credentials through recognizing prior learning.

In Transition: Co-Creating Solutions for International Graduate Employability
Room H205

Cheryl Francis-Nurse, Diane Simpson, Rina Di Mito, Ifeanyichukwu Emegwoako, Eduina Pira, Janvhi Sarawate, Arth Shelke

The transition of international graduates into Canada's workforce presents significant challenges due to fragmented support systems and systemic barriers. Yet this talented pool of graduates may be key in helping to address productivity challenges and skills gap faced by industry. Involving diverse actors—government, post-secondary institutions, community organizations, and industry—services often lack cohesion, leaving graduates struggling to integrate into the labour-market. The panel will explore how this applied research initiative embraces a social innovation approach, leveraging human-centered design to co-create solutions with key actors, including industry leaders, community partners, educators, and international alumni. By mapping the journey of international students from graduation to employment, the research highlights barriers such as immigration policies, unfamiliarity with Canadian hiring practices, and limited access to resources.

Building Brilliance SHOWCASE 2025

HUMBER POLYTECHNIC | Centre for Innovative Learning

Exploring the Relationship Between Technology & Sustainability
Room F105
Sandra Leutri

In this interactive workshop, participants will explore sustainable IT practices and the environmental impacts of AI.

Navigating Post Secondary Spaces: Black Students Voices
Room H112
Sonia Lewis, Everton Lewis

This presentation relates to the theme of this year's conference: Building Brilliance, as it highlights the need for postsecondary institutions to ensure that their delivery of knowledge supports the needs of all learners. It will provide educators, community partners, students, and stakeholders with a lens to understand and interpret the multiplicities of variables that students, particularly Black students, must navigate to attain their postsecondary aspirations or acquire the capacity needed to Build Brilliance. It will share research findings that highlight the complex array of factors within postsecondary institutions, which intersect with systemic barriers that shape Black students' postsecondary aspirations. These include:
a) negative perceptions/low expectations,
b) feelings of isolation/exclusion,
c) lack of representation, and
d) limited sense of belonging.

A Q&A session will follow, offering realistic suggestions and strategies that support the capacity to Build Brilliance.

Indigenizing Education: Student-Teacher Collaboration and Co-Learning
Room HB105
Anke Foller-Carroll, Luz Ullauri, Danny Nguyen, Mohit Bains

One of Humber's strategic goals is to include Indigenous ways of knowing, being, and doing in its curriculum and training. At the same time, it is the responsibility of settlers to commit to Truth and Reconciliation. But how do we do this in the classroom, especially if most or all of us are settlers? This session is co-presented by a professor and her students to illustrate how we approached the task in our course, TRAV272 Regenerative Tourism, and how Indigenous tourism experiences facilitated in Indigenous communities present a unique opportunity to support us in learning and appreciating Indigenous culture.

The Fashion History Project: A Cross-Disciplinary Digital Archive
Room F214

Hanadi Alnawab, Francesca D'Angelo, Shernett Bennett, Caleb Domsy

The Fashion History Project is an evolving initiative uniting the Fashion Management and Digital Business Management BComm programs with the Humber & University of Guelph-Humber Library & Archives to create a living, student-led museum and digital archive. Students in the 20th Century Fashion History course curate physical exhibits, developing archival and storytelling skills. Digital Business students support the digital presence: maintaining the WordPress site in Web Development, designing a mobile app prototype in e-Business Systems, and building an AtoM system in Database Systems, in partnership with the Lakeshore Library & Archive. This panel features faculty, librarians, archive technicians, and students discussing how the project bridges disciplines and fosters collaborative, hands-on learning. Panelists will share strategies, challenges, and lessons learned in co-creating a meaningful experience that integrates digital innovation, historical inquiry, and program collaboration.

Testing Assumptions Through Applied Research - Is It For You?
Room I202

T. Anne Frost, Rossie Kadiyska, Rachel Peterson, Maneshae Farhan

This interactive panel discussion, with Humber faculty and learners, describes and interrogates the role of empirical research in planning an applied project in Humber's Ontario Graduate Certificate in Arts Administration – Cultural Management. We aim to share our experience, so that attendees can consider a similar approach to include relationships with external partners in their programs and courses, to "build brilliance" together.

In keeping with arts and culture's role as the "R&D" segment of society – where ideas are tested, in some cases before achieving commercial or community benefit viability – we investigated the idea of programming a "Ballroom" event, as directed by the Associate Dean for our program, at Humber's new Recital Hall, part of the Cultural Hub development at the Lakeshore campus.

Did our research bear out, or challenge, our assumptions? What "ahas" emerged from the process? How did we pivot from "Ballroom" to "Hum-Ball: Queer Showcase," and why? Join us!

Lightning Talk – Group 3
Room F203

LT1: Campus as a Canvas - Student Belonging through Art
Cassey Norris

At Humber, our Campuses are our canvas, a blank slate to showcase the creativity of students and take their learning outside the classroom walls. Humber Galleries has taken Public Art and Classroom Learning and combined them to create Curriculum Embed projects that result in pop-up and permanent Artwork displays at each of Humber's campuses; from Photography, to Music, to Fashion, we've begun working directly with students to develop these projects that are both part of their learning and contributing towards their sense of belonging on campus.

LT2: CCBI and Humber Galleries Fellowships
Hana Glaser

Fellowships are unique and prestigious opportunities for Humber Polytechnic students. They are a new model of interdisciplinary learning to create professional, work-ready graduates. The Fellowships demand collaboration across disciplines, high levels of excellence, and the development and application of transferable skills. Under the guidance of a creative producer and a CCBI team lead, students gain real-world experience in creative practices, research, and the development of an original creative artefact. Fellowships offer the students the ability to grow as emerging artist and workers in the arts in culture sector ensuring career readiness. This comes as a result of the student development over the 14 weeks in terms of how they work in teams, research capabilities, communication, and development of a sense of belonging into the sector.

Lightning Talk – Group 4
Room F205

LT1: Customizing Micro-Credentials: Tailored Learning for Industry Impact
Georgios Eftychiou, William Horton, Greg Cicovacki

This Lightning Talk explores a new flagship approach to micro-credential design by Humber's CPL and ESDI teams. Focused on customization, this model aligns course content with client and learner needs using a carefully scaffolded approach and Universal Design for Learning. A standout example is the Pomerleau x Humber collaboration, which blends asynchronous modules, real-life case simulations, and instructor-led sessions to foster deep learning and real-world application. This approach not only enhances learner engagement but also strengthens industry partnerships by transforming industry knowledge into impactful, future-focused training. It's more than content—it's a strategic tool to shape talent and drive meaningful change.

LT2: Challenges in E-textile for Bio-Potential Monitoring
Maryam Davoudpour, Sonya Patel, Joseph Brand, Joshua Jerry, Salvador Ramos, Conor Goodeve, Ericka Mbianda

The team will present the challenges for creating smart wearables, by the use of E-textile. We do have samples (an album) which we bring to showcase our wonderful activities and projects. The research team worked successfully with 6 industry partners and institutions during the past 5 years. We will talk about the challenges of working with silver printing and embroidery for installing bio-sensors.

LT3: Building Brilliance Beyond Borders: Global Learning with Humber IDI
David Neumann, Jorge Montoya

This session highlights how Humber's International Development Institute (IDI) reimagines learning through cross-disciplinary, global projects that empower students to co-create real-world solutions. In one initiative, students from civil engineering, ECE, and interior design are collaborating with a partner in Kenya to transform a shipping container into a daycare. Grounded in the UN Sustainable Development Goals, IDI's work builds global competencies, fosters empathy, and drives inclusive innovation. These experiences align with Humber's vision of deeper partnerships and meaningful impact, preparing learners to lead with creativity and purpose

Lightning Talk – Group 5
Room F212

LT1: Greening the Screen: Embedding Sustainability into Film Education
Robyn Laliberte-Gray, Ophir Neymour

This session explores how sustainable practices were embedded into Humber's Film & Television Production program. Real-world industry partnerships were prioritized through new relationships with the Green Film School Alliance (GFSA) and the Sustainable Production Forum (SPF). Two student ambassadors served as year-long liaisons with the GFSA, and a cohort attended the SPF at the CBC to deepen their understanding of eco-conscious production. A mandatory Sustainability Coordinator role was introduced on all film crews, and students were required to complete the Environmental Media Association's checklist to qualify for the EMA Green Seal—earned by six of seven capstone projects. This talk shares insights, student feedback, and outcomes, showing how sustainable storytelling can drive industry change. Empowering students in a resource-intensive industry helps produce graduates who are not only skilled creators but also responsible global citizens.

LT2: Humber's Sustainability Vision: how to engage with climate action
Lindsay Walker

Humber launched it's third Sustainability Vision in February. Informed by over 750 community members, it sets the direction to deepen the work Humber is already doing in climate action. Join a lightning talk to learn more about it and how it can support your work.

Session Block 3
3:15 PM – 4:15 PM

Introducing a new digital tool to understand the health of the Humber River
Room D109

Jen Ball, Steve Stockton

Over the past year, FLAS profs Steve Stockton and Jen Ball collaborated with designers Tim Wong, Tianyi (Tim) Zhang, Olha Matviichuk, and student John Yan to create an interactive digital dashboard depicting the health of our namesake river, the Humber. This dashboard will soon be available for all to use. Come learn how it works, offer your feedback, and consider how you might incorporate the dashboard into your teaching. The workshop will include exploring preserved benthic macro invertebrates (bugs!) that help us understand the ecological health of the river. The Humber river is talking to us - come learn how to listen.

Digital Doorways: Virtual Previews to Support Experiential Learning
Room D200

Marilyn Morson, Natalie Mota, Sarah Wilkinson, David Neumann

The transition from theory to real-world learning can be stressful and hinder student engagement. How can we better prepare students to confidently step into unfamiliar environments like labs, clinics, vehicles, or workplaces? This session explores how technology, including immersive 3D imaging, can be used to create a more seamless and supportive pathway for students to move from academic settings to professional environments by creating interactive, virtual walkthroughs of real-world spaces. These interactive preparation tools help learners build familiarity with physical spaces and equipment so they are ready to engage in experiential learning activities like simulation or Work Integrated Learning (WIL).

Grounded in theories related to learner-centred design and experiential education, this session will showcase practical applications created from a collaboration between FHSW and FMCA faculty and students.

Game On! Playful Pedagogy and Learning Through Board Games
Room F105

Usman Malik, Lindsay Bontje, Ewan Gibson, Arvind Kang

Do you love board games? Have you ever wondered how you might bring board games into the classroom? Are you using board games in the classroom and want to share your experiences? Come and learn about and try out the Library's new board game and video game collection. Games can play an important part in a re-imagining of learning that centers the playful through play-promoted creativity, embodied learning, and active engagement. Games break the ice, foster collaboration, introduce new concepts, and help students engage with complex issues in approachable, meaningful ways. In this workshop, participants are invited to learn about the possibilities of playful pedagogy and how games can

be leveraged in their own classrooms and departments to supplement traditional education models. Join the library in learning about this new collection, reflecting on the possibilities of playful pedagogy, and (most importantly!) playing board games with your colleagues.

Student Community Standards Discussion: Revised Code & Addressing Behaviours
Room I202
Usha Rajpal Cheddi, Jennifer Liang

The Office of Student Community Standards (OSCS) is pleased to share that the updated Code of Student Community Standards (CSCS) is now live. The CSCS governs non-academic student behaviour at Humber and the University of Guelph-Humber, including in Residences. It outlines the complaint process, resolution pathways, and possible outcomes. The revised CSCS uses a spectrum model, includes restorative practices, and promotes student engagement, accountability, and compassionate resolution. Language has been updated for clarity and inclusivity. This session will 'Build Brilliance' and introduce the new Code, discuss how faculty and staff can address student well-being, and clarify what falls within your role. We'll also share strategies to support psychological well-being and build safer, more welcoming learning environments that help students thrive.

Suicide Risk Assessment: Simulation-Based Learning for Difficult Conversations
Room D204
Jeffrey Ng, Tonia Richard, Jaden Bacchus, Kameka Hamilton, Behshta Sadaat

This simulation demonstration contains difficult conversation and sensitive information. This session will demonstrate how projection-based simulation technology at the FSCS SIM Lab is used to deliver individualized, simulation-based learning activities for 3rd Semester students in the Community and Justice Services (Diploma) Program. The highlighted simulation-based learning activities are centered on the topic of "Suicide Risk Assessment" where each simulation participant is provided with a unique opportunity to conduct a suicide risk assessment in a non-counselling role while engaging in a conversation with a virtual person presenting both specific societal challenge(s) at suicide risk level. During this Showcase session, success stories and implications will be highlighted followed by a demonstration of one of these simulations.

Student Panel: Well-being in Learning Environments
Room F212
Jinhee Lee, Estefania Toledo, Student Panel

This interactive student panel is part of Humber's Academic Plan Priority 3 Project: Well-being in Learning Environments, which explores how teaching practices and curriculum design can support learner well-being, academic resilience, and belonging. In alignment with the Building Brilliance theme, this session invites faculty to hear directly from students about what supports their well-being in the classroom and how specific practices—like wellness breaks, intentional course design, and authentic assessment —can

make a meaningful difference. Through student stories and open dialogue, faculty will gain insight into how everyday teaching decisions impact learner well-being, and how we can collectively reimagine learning to foster inclusion, engagement, and long-term success.

Universal Design for Learning Enthusiasts: Coaching for Inclusive Teaching
Room H205

Sara Mazrouei, Karyn Olsen, Cheryl Francis-Nurse, Mackenzie Ketchell, Kia Sanei, Shawn Richards, Shannon Brown, Ana de Oliveria Rodrigues

This interactive panel explores how the recently launched Universal Design for Learning Enthusiasts (UDLE) program enhances faculty confidence and self-efficacy in implementing UDL-informed practices. The first part of the session introduces the UDLE program and shares findings on how participation impacts faculty ability to design inclusive lessons and engage in peer-coaching to support colleagues in UDL strategies. The second part features UDLEs from different faculties sharing their unique experiences and discipline-specific examples of how UDL principles have transformed their teaching.

This session aligns with Building Brilliance by reimagining learning and driving impact through inclusive pedagogies that increase access, engagement, and success for all students. Participants will engage in reflection and dialogue to explore practical applications of UDL in their own teaching contexts.

Designing for Doing: A Competency-Based Approach to Curriculum Development
Room F214

Meghan MacRae, Laura Facciolo

As labour markets evolve, employers increasingly seek graduates ready to apply essential skills. This workshop introduces "designing for doing"—a competency-based approach to build high-quality offerings with authentic, reliable assessments of applied learning. Using micro-credentials and courses as models, participants will collaborate to define success criteria and design tasks that empower students to demonstrate mastery of the competencies that employers are looking for. This session aligns with the themes:

Reimagining Learning: See how competency-based models shift focus from traditional education to applied learning.

Driving Impact: Learn how these approaches enhance employability and provide verifiable evidence of workplace readiness.

From Admin to Researcher: A First-Time Journey of Professional Growth
Room H112
Tanya Perdikoulias

This presentation shares the experience of a research administrator in the Research and Innovation office at Humber, who went from supporting research administratively to conducting it for the first time. Taking on the role of researcher offered a transformative perspective—uncovering new skills, deeper institutional insight, and a stronger connection to the research process. The session highlights three key themes that emerged from the study on the emotional perception of being included and excluded from photos and the differences across cultures, religions, and age groups. We will also mention challenges, opportunities, and impacts observed on research at Humber. This session will inspire administrators and non-academic staff to see research not as exclusive to academics, but as a valuable avenue for personal and professional growth. Attendees will leave with practical takeaways and encouragement to engage in research as a meaningful part of their own professional journeys.

Lightning Talk – Group 6
Room F203

LT1: Expanding Educational Design Through Blind and Neurodivergent Perspectives
Emelia Maceasik, Christopher Schiafone, Dr. Marta Wnuczko

Students who are visually impaired and neurodivergent often face unique barriers to learning in STEM fields, particularly social and natural sciences, which are dominated by textual and visual content. However, people who are blind and neurodivergent—and potentially all learners—may benefit more from multisensory content that combines visual elements with those we can hear, touch, and actively explore (e.g., Lehmann & Murray, 2005; Shiafone, Patel, To, Ingino, Han, Wnuczko, & Coppin, 2020). Auditory and tactile versions of many educational resources and demonstrations of scientific concepts already exist and can be inexpensive, yet remain underutilized in classrooms. In this discussion we ask: What are the key barriers preventing the use of existing multisensory resources in classrooms, and how can we overcome them to better align research with classroom practice? Examples of multisensory concepts and resources will be provided to facilitate the discussion.

LT2: COIL - An International Look at Care and Services for People with Dementia
Roma Mehta

This session enabled students to learn about the importance of international collaboration on a topic of great importance, dementia. With the increasing demand for care for older people, and the projected increase in the population of seniors, this project contributed to the students' outlook at perspective.

LT3: PhD Community of Practice: Growing Research Culture Through Collaboration
Muge Abac, Emma Smith

This session will explore the evolution of our PhD Community of Practice at Humber—a collaborative space where faculty and staff come together to support each other's research journeys. We will share our process for building the community and deepening partnerships, the tools we use to foster engagement, and how peer-driven spaces contribute to research capacity, productivity, and a sense of belonging. Currently, we are co-authoring an article that captures our knowledge sharing and support and we'll share key insights from that piece during the session. At the end, we'll share tips on how to find the right journal for your research.

Lightning Talk – Group 7
Room F205

LT1: ReThinking Research with Librarians in the Copilot seat
Caleb Domsy

This lightning talk will highlight the experiences and observations of the Humber & University of Guelph-Humber librarians' efforts to conduct academic research with Microsoft's Copilot. The arrival of generative artificial intelligence in education has caused all educators to reimagine learning in this new context. Students are increasingly turning away from Google to start their assignment research with tools such as ChatGPT and Copilot. As librarians always looking for the next best search tool, we knew we had to try this for ourselves. Librarians bring a unique set of cognitive skills to the research process, so we sat down with Copilot to look for the productivity gains available to academic researchers. We had to know if Copilot could truly challenge the traditional models of research used in academic research assignments. Audience members will get a chance to engage with our findings and be challenged to think like a librarian.

LT2: Building in the HLOs
Daniel Bear, Erin Walker

This session provides the audience with a glimpse into the successes and challenges of trying to expand the HLOs present in a Child and Youth Care course called Therapeutic Activities. The Centre for Social Innovation and the IDEA Lab partnered to launch the Innovations in CYC: Hands-on Service Learning with Technology project where students would take their theoretical knowledge about adapting activities to support young people with mobility and dexterity limitations and apply that knowledge by using 3D printing to build adaptive controls for toys donated by a major manufacturer. This project highlights how a wider set of HLOs can be built into a course to accentuate the polytechnic model of deep theoretical knowledge and applied learning. In addition to focusing on the successes of the project we will detail the challenges we encountered and provide recommendations on how to avoid those as other educators seek similar opportunities.

LT3: Developing a Shared AI Literacy Guide for Humber Polytechnic and U of GH
Jennie Miron, Victoria Chen, Michael Samartzis, Sue Hunter

How can we better support our students and each other in using AI responsibly? This lightning round offers an early look at a new AI literacy guide developed by staff and instructors from both Humber Polytechnic and the University of Guelph-Humber, and we want your feedback!

The guide aims to support responsible, practical use of generative AI tools by students and instructors across our institutions, in a user-friendly format. Our goal is to create a resource that reflects our unique contexts while promoting ethical AI use.

This initiative aligns with the Building Brilliance theme, guiding instructors and students in leveraging AI for future-focused learning experiences. It also represents a deeper partnership between our institutions, co-creating a guide with real-world impact on teaching and learning.

Your input will strengthen the guide before its official launch at the International Day of Action for Academic Integrity in Fall 2025.

Getting Started with Copilot Chat and Prompt Engineering
Room HB105
Lora Nasim, Aurelia Candeloro

With the emergence of AI in the technical and education landscape, it's crucial to raise our awareness of its capabilities and limitations in our day-to-day application. Come join IT's Service Adoption team as we explore Microsoft's AI tool Copilot Chat!

We will learn how to:
- craft effective prompts for desired responses
- enhance productivity
- how to use the tool within Humber Polytechnic's ethics and privacy guidelines

A live demo of the tool will take place at the end of the session. Work laptops are recommended but not mandatory.

Closing Reception (G101)
4:15 PM – 5:00 PM

Closing Remarks and Raffles

Join us as we end the day with a closing reception with the Showcase Chair and Showcase Committee. Attendees will have an opportunity to win some amazing prizes and network with colleagues.